



# **BSW PROGRAM STUDENT MANUAL**

**Updated January 2025**

# Welcome

Welcome to the Bachelor of Social Work (BSW) program at the University of North Texas. Students in the BSW program have an opportunity to take courses from instructors committed to social work education and the advancement of the social work profession.

There has never been a time when our society has faced more acutely issues relevant to the social work profession. The BSW program provides a challenging opportunity for you to develop the knowledge and skills necessary to help oppressed populations, promote social justice, and address contemporary social problems. We encourage you to take advantage of the opportunities available to you at the University of North Texas. As an active participant in your learning process and student life, you will gain significant knowledge and skills as well as professional contacts needed to have a rewarding and successful career as a social work professional.

UNT BSW graduates are employed in diverse areas such as child protective services, substance abuse treatment, hospitals and medical clinics, family and children's services, criminal justice, adoptions and foster care, hospice and long-term care, as well as in a variety of anti-poverty and social justice settings. They are employed not only throughout Texas but also across the United States. Many have gone on to receive advanced degrees in social work, as well as in related professions and social sciences. In earning the BSW degree at UNT, you will join the ranks of influential professional social workers who have gone on to make a difference in the lives of thousands of people.

***Welcome to the Challenge!***

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## **INTRODUCTION TO THE SOCIAL WORK PROGRAM WITHIN THE COLLEGE OF HEALTH AND PUBLIC SERVICE**

The Department of Social Work is housed in UNT's College of Health and Public Service (HPS). Undergraduate and graduate degree programs in the college focus primarily on applied behavioral and social sciences including programs in rehabilitation, addictions, aging, criminal justice, emergency management, and behavior analysis. In the College of Health and Public Service, you have a chance to augment social work skills with training in special populations and settings where you might decide to work such as child welfare and aging. If you take advantage of these opportunities, you can have a truly rich and extensive educational experience.

The Core Curriculum of UNT (42 credit hour minimum) provides a liberal arts foundation as required by CSWE, the accreditation body for the profession. The liberal arts foundation builds the general knowledge necessary for entry into social work courses and allows you to gain a broad and balanced educational background upon which you can build professional knowledge and skills. These courses will contribute to your understanding of human functioning, how individuals act in the environment and with various social systems, different worldviews, critical reflection, institutional structures and processes, historical movements and societal issues. You will gain basic competence in critical thinking and communication, and build a foundation of knowledge in history, society, politics, the arts, economics, math and science. The UNT core is explained in the "academics" portion of the undergraduate catalogue.

## **BACHELOR OF SOCIAL WORK PROGRAM DESCRIPTION**

The University of North Texas is a great place to get a Social Work Degree. The undergraduate program is designed so that you gain a solid foundation in social work knowledge, skills and values you will need for competent practice. The Bachelor of Social Work Degree (BSW) is designed to prepare you for a beginning generalist level of practice in social work. You are provided opportunities to get out into the community to practice skills, test knowledge, and to get involved in social work organizations and networks from the beginning of your educational experience. This major also prepares you for entry into graduate schools of social work, often with advanced standing, or for entry into graduate programs in other professional or academic fields. UNT's undergraduate social work program is fully accredited by the Council on Social Work Education (CSWE), assuring that it meets or exceeds minimum national standards and provides a quality education. The UNT BSW program has been continuously accredited since 1974.

As a social work major, you will take courses which include content in social policy, law, economics, human behavior, social services, and racial and ethnic diversity. You will gain skills in advocacy, interpersonal communication, problem solving, and learning about intervention techniques. These courses prepare you with a beginning generalist perspective. Extensive practical experience in a community internship is combined with comprehensive classroom curricula to build an in-depth and well-rounded program. It is our hope that your experience at UNT will be challenging and rewarding. A social work degree does more than give you an education; it opens the door to a profession. Because this is true, you will be expected to practice professional behavior and attitudes as you progress through the program.

## EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS)

*The following information was retrieved from the Council on Social Work Education website:  
<http://www.cswe.org> (Copyright © 2024, Council on Social Work Education, Inc.)*

“CSWE's Commission on Accreditation (COA) is responsible for developing accreditation standards that define competent preparation and ensuring that social work programs meet these standards. In accordance with the requirements of CSWE's recognition body, the Council for Higher Education Accreditation (CHEA), the CSWE Office of Social Work Accreditation administers a multistep accreditation process that involves program self-studies, site visits, and COA reviews.”

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

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

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

*Additional information is available at the CSWE website. <https://www.cswe.org/>*

## **BSW PROGRAM MISSION STATEMENT**

The Baccalaureate Social Work Program's mission is to prepare competent, generalist practitioners who enhance human well-being in the local and global society through service to all – targeting vulnerable populations. It is the program's vision that its graduates will effectively apply knowledge and skills at multiple system levels using critical and ethical principles; as informed by a person in environment construct, strengths perspective, and scientific inquiry. Further, program graduates will maintain a commitment to social work values, social and economic justice, advancing human rights and respect for human diversity.

## **BSW PROGRAM GOALS**

The overall aim of the BSW program is to prepare generalist social workers for practice in the public, private not-for-profit, and for-profit agencies serving the needs of a diverse population. The goals of the UNT social work program are as follows:

1. To prepare competent practitioners who practice ethically according to the values and principles of the profession
2. To enhance student commitment to global well-being through the advancement of human rights and social, economic, and environmental justice
3. To foster generalist practitioners informed by evidence-based inquiry
4. To prepare students who effectively incorporate dimensions of diversity in practice
5. To promote practitioners who critically apply knowledge and skills at multiple system levels

## **BSW PROGRAM COMPETENCIES**

The primary goal of the undergraduate social work program at the University of North Texas is to prepare students for generalist social work practice. Students who complete the program are expected to demonstrate competence in the following nationally identified areas (*see expanded descriptions in the Appendix*):

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice.
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

## DEPARTMENT OF SOCIAL WORK FACULTY

**Cassidy Baker, Ph.D, LCSW-S, ACSW.** University of Oklahoma, She has over ten years practice experience in foster care and adoption, child welfare, clinical social work supervision, legal victim advocacy, and family violence. She is also provides clinical social work supervision to professional licensed social workers in the community. She offers her expertise in the area of family violence and sexual assault to the university community by acting as the co-chair for the Advocacy and Education subcommittee on the university-wide Committee on the Education and Prevention of Sexual Assault and Intimate Partner Violence. Ms. Baker's interests include the intersection of child protection and domestic violence as well as university response to sexual assault on campus.

**Paige Anderhub, LMSW** works with both BSW and MSW students as a Field Education Coordinator. Previously, she worked in the Dean of Students office as a Withdrawal Intervention Coordinator where her primary role was to support, advocate, and advise students. Paige is a Licensed Master Social Worker and an alumna of UNT (BSW class of 2020). Prior to coming to the field of Higher Education, Paige spent almost 10 years in the non-profit sector, working with individuals living with severe and persistent mental illness. Paige has a passion for mental health, well-being, and the development and education of the future social worker's at UNT.

**Joseph Frey, PhD.** University of North Carolina at Chapel Hill, Assistant Professor. Dr. Frey has over 15 years of practice experience in nonprofit and higher education settings, including work with youth in crisis; youth experiencing homelessness; lesbian, gay, bisexual, transgender, and queer (LGBTQ+) youth and young adults; and higher education community engagement. His research focuses on the health and wellbeing of LGBTQ+ populations and emphasizes oppression as a social determinant of LGBTQ+ health.

**Dr. Jessica Grace, PhD, LMSW.** With over two decades of experience in social work and public health, Dr. Grace has dedicated her career to addressing interpersonal violence and enhancing health outcomes for survivors. She earned her PhD in Health Sciences from Texas Christian University in 2024 and holds a bachelor's and master's degree in social work. A licensed social worker in Texas, Dr. Grace has over 15 years of experience working with nonprofits and community organizations in the Dallas-Fort Worth area, specifically with individuals experiencing homelessness and survivors of intimate partner violence. Dr. Grace's research is centered on the sexual and reproductive health of survivors of sexual violence, with a particular emphasis on developing and implementing assessment tools for use in practice settings.

**Charles Chear, MSW. Boston University.** His research and practice interest focuses on the stress and support that people experience when they move (i.e., geographic and socioeconomic mobilities), and how sociotechnical systems—such as policies and technologies—shape the process. Before joining UNT, Mr. Chear served as a Statistician with the Administration for Children and Families at the U.S. Department of Health and Human Services, where he was part of the data and evaluation team for the Community Services Block Grant—the oldest and largest federal anti-poverty grant. Previously, he was an Assistant Teaching Professor at the Rutgers University School of Social Work for nearly eight years. Earlier in his career, he spent 12 years in various social work-related roles in Philadelphia, Boston, Tucson, the Tohono O'odham Nation, and Cambodia, following an earlier career as an IT professional specializing in Linux administration.

**Amanda Manchack, LCSW-S** Worked in a variety of human service organizations with her most recent experience being in Outpatient Behavioral Health Management. Her past experience includes opening three outpatient behavioral health clinics in Collin County, developing a grant funded program at a local MHMR, implementing a new EHR through clinical project management, managing the state hospital wait list for Collin County, running intake and admission departments for local psychiatric hospitals, designing curriculum for a parenting program, supervision of licensed and unlicensed staff, running at risk youth and drug prevention groups in schools, individual skills training at alternative education centers, project management at a retirement community, and project supervision at a homeless shelter.

**Jennifer Middleton, LMSW.** University of Texas at Arlington Practice experience in medical and school social work. Program involvement includes linking and coordinating students to the community and the social work profession as a whole. In addition, Ms. Middleton is the assistant to the Field Education component of the program.

**Brenda Sweeten, MSSW, LCSW.** University of Texas at Austin. Clinical Professor/Director of Field Education. Professor Sweeten has 30 years practice experience in mental health, elder and child advocacy, child welfare, divorce and disputed custody and adoption, and program development. Program interests include advocacy for children in the child welfare system and post-secondary educational access and success for former foster youth. She is the founder of the UNT PUSH Initiative, a campus-wide support program for students with lived experience in foster care, and serves as the UNT Foster Care Liaison. Professor Sweeten is active in the community serving on the CASA of Denton County and Denton County Public Health Advisory Councils. She is the current program chair and past president of Education Reach for Texans. She teaches graduate courses in child maltreatment and field education.

**Kayla Whitworth, LCSW-S** Earned her Master's degree from Texas State in 2006 and received my clinical license in 2010. Has worked in various inter-disciplinary settings such as Child Protective Services, hospital social work and as a therapist at a Federally Qualified Healthcare Center. Worked as a contractor with UNT to help develop the Trauma Certification course and primary research interests include child welfare and trauma

**Sukyung Yoon, Ph.D, MSW** Dr. Sukyung Yoon's research aims to empower vulnerable older populations to enjoy happier and healthier later lives. Applying life-course perspective and stress-process model, Dr. Yoon is interested in identifying protective factors that offer vulnerable older adults, including immigrants, Native Americans, and violence survivors' inner strength to reduce or prevent the accumulative and negative impacts of adversity on mental and physical health over the lifespan.

# BSW PROGRAM ADMISSION & REQUIREMENTS

## GETTING STARTED

### Pre-Major Courses

If you intend to declare Social Work as a major, but have not yet been accepted into the program, you can develop a pre-major degree plan to help in planning the sequence of courses needed for your degree.

You may indicate an intention of majoring in social work at any point during your academic career. Pre-major courses allow you to make an early determination about whether this program is right for you and ensures that you have the necessary preparation to perform in social work courses. You are encouraged to consult with the social work program and College of Health and Public Service advisers regarding degree requirements as early as possible.

You must complete the pre-major courses or get specific permission from the program director, before taking courses in the major. Performance in the pre-major is used as one means to evaluate you for formal admission to the major.

### **Pre-major courses are as follows:**

*(All pre-major courses must be completed with a minimum grade of C)*

- SOWK 1450: Introduction to Social Work
- SOWK 2430: Policies, Issues and Programs in Social Welfare
- SOWK 3000: Foundations of Interviewing and Interpersonal Skills

In the semester that you will complete all of these pre-major courses, you are ready to apply for formal admission to the social work program. Application to the major typically occurs 30 days following the beginning of the spring or fall semester. Formal acceptance into the social work program is not guaranteed upon completion of the pre-major requirements.

## PROGRAM ADMISSION

Each student who desires to major in social work at UNT must apply and be formally admitted into the Social Work program. This typically occurs at the end of the student's sophomore year, or the beginning of their junior year. Enrollment in some upper level social work courses are restricted to majors only. Applications into the program are reviewed each spring and fall semesters for admission the following term. Admission is competitive and because of faculty-to-student ratio requirements associated with accreditation guidelines, the number of students who may be admitted into the program each semester varies. The application deadline is generally

30 days after the beginning of the **SPRING** or **FALL** semester in which you will complete the pre-major requirements. The completed application and all required materials should be submitted to the Department of Social Work. Updated information on the application process is posted each semester on the program's website at: [Program Admission | Social Work](#).

### **BSW Advising Process**

Advising is a very important component of your educational process. A comparatively low faculty/student ratio at UNT allows you to receive highly individualized academic advising and professional interaction. This plays a significant role in the development of a degree plan that meets your individual needs and interests.

***There are two advising processes available to assist you:***

1. **Academic Advising.** You are assigned an academic advisor upon enrollment to the university based on your pre-major or major. If you are not a pre-social work major, you need to declare it by contacting the social work academic advisor, housed in the College of Health & Public Service Academic Advising Office. You will need to run a Degree Audit or an initial Semester-by-Semester Plan from the advising office the semester before you are interested in starting the program to help plan your progress. Academic plans should be periodically updated and you are expected to follow the plan if you are to complete the degree program on time. You must remember not to drop or add courses without first talking to your advisor. It is also important to deal with any problems as they arise. The adviser can assist in providing information on college requirements and interpreting university/department policies
2. **Social Work Professional Advising.** Your social work professional advisor deals with issues related to the social work profession. The social work curriculum is highly structured and requires careful sequencing of courses. Any errors may postpone graduation by an entire academic year. The social work advisor will ensure that you are properly sequenced for social work courses, address program expectations, the profession, and help determine the appropriate time to apply to the program. Once you are admitted to the BSW program, you will be assigned a Social Work Faculty Advisor. You must meet with them **ONCE** during your first semester in the program. Later in the program, the Field Director will work with you on finding internships.

**College of Health and Public Service Advising Office**  
Chilton Hall 300  
940- 565-3437

**The Academic Advisor and Social Work Professional Advisor both assist with the following tasks:**

1. Guiding students in curriculum offerings to ensure that courses are selected in proper sequence
2. Assessing the aptitude and performance of students
3. Providing a resource for students having problems or needing additional resources

## **Admission Criteria**

### ***Admissions for the social work program is based on the following***

1. Substantial completion of the University Core Curriculum. These are the general education courses and Liberal Arts base that enhances the educational experience of the social work major. Typically less than 20 credit hours are left to complete in the core curriculum.
2. Satisfactory performance of pre-major requirements that support the major (students can be in the process of completing these). It is expected students will attain a grade of C or better in the three pre-major courses.
3. A minimum overall Grade Point Average of 2.5 (cumulative GPA)
4. Demonstration of beginning level competence for the knowledge, values and skills appropriate to the social work profession and interpersonal skills
5. Demonstration of responsible behavior in meeting program and course requirements
6. Submission of a Personal Statement (*demonstrate competent writing, clarity of expression, commitment to profession etc.*)

If you do not meet these admissions criteria, you may petition for an exception. This should be included with the admissions packet. However, typically you must wait until all requirements are met.

## **Application Packet Requirements**

Review the application which is available on our website: <http://sowk.hps.unt.edu/admission> or in the Department of Social Work. The process of admission requires completion and submission of the following for consideration:

1. Completion of the 'Intent to Apply' eligibility check and then, after approval
2. Completion of the BSW online application.
- 3.. Completion of your degree audit with a review for eligibility the semester you apply to the program.
3. Personal self-assessment addressing these questions:
  - a. *Please explain your desire to enter the social work field. Why do you want to become a social worker?*
  - b. *What personal qualities equip you for the social work profession?*
  - c. *What personal challenges might you face as a future social worker? How will you address those challenges?*
  - d. *What significant relationships and life experiences (personal and/or professional) have you had in giving or receiving help that have motivated you to enter the field of social work?*
  - e. *What social problem most concerns you? What have you done in the past to support this interest and/or how do you plan to use your social work education to address this issue?*

## **Admission Determination**

Admission to the social work program is selective with a limited number of slots, so admission may be restricted. An Admission's Committee comprised of social work faculty will review and evaluate your application packet with the utmost care. The professional judgment of the social work faculty plays an important role in ranking candidates and making formal recommendations for admission to the program. You should take care in preparing the application to provide the social work faculty with adequate information to assess your readiness and appropriateness for the profession. If additional questions should arise, or if an interview is required, you will be contacted by the Admissions Committee.

Decisions regarding admission are made based on criteria such as:

- a. Demonstration of college-level writing
- b. Motivation to pursue a career in social work
- c. Potential for commitment to social work values and the NASW Code of Ethics
- d. Basic level of self-awareness regarding one's own strengths and needs for further development
- e. Demonstration of responsible behavior (keeping appointments, on-time, respectful of peers and instructors, responsive to emails)
- f. Appropriate interpersonal and communication skills with faculty, peers, etc.
- g. Performance in the pre-major courses (grades, attendance, timely submission of work, faculty feedback, quality of work)
- h. Capacity and commitment to work with oppressed and diverse populations

## **Admission Status**

*Upon completion of the evaluation of your Admissions Packet, the admissions committee will assign one of the following statuses:*

1. **Unconditional Admission**: The student has satisfactorily completed all requirements for admission and is ranked high enough to be accepted into the program.
2. **Conditional Admission**: The student has substantially met the requirements for admission, with one or more of the following deficiencies:
  - a. The student has not completed all the pre-major courses, but will have completed them by the end of the semester in which they are enrolled at the time of application.
  - b. The student has a GPA which falls slightly below the minimum requirements for admission, but recent work indicates that it will be above the minimum by the end of the semester in which they are enrolled at the time of application.
  - c. The student has received a grade of D in no more than one social work course and the student is in the process of repeating that course. The grade must be raised to at least a C by the end of the semester in which they are enrolled at the time of application.

- d. If there is sufficient space in the program for additional admissions, the faculty may extend conditional admission to students who will complete the deficiencies outlined in “a” to “c” above to the semester following application to the program. In those cases, students whose deficiencies fall under “a” above will be given precedence over those with “b” deficiencies and both “a” and “b” will be give precedence over “c” deficiencies. The number of classes remaining in the pre-major and the specific GPA may also be considered in extending the conditional admissions.
- e. If the student exhibits poor writing skills or if there is cause for concern in other areas, admission may be made on a conditional basis. This determination is based on the severity and the nature of the concern.

Upon completion of the requirements, the student's status will be changed from unconditional to conditional automatically; the student will not be required to reapply for admission. If the student fails to rectify the deficiencies within the time frames noted, s/he will be required to reapply for admission.

**3. Denial of Admission:** This status is given to applicants who do not meet the requirements for admission and do not show evidence of the potential to meet those requirements by the time frames specified above.

This status shall also be given to applicants who meet the requirements for admission but whose ranking by the faculty falls below that required to place them in one of the available slots in the program.

If you are denied admission to the program, you will be assisted in accessing Student Services for the exploration of other career options. However, in most instances you may reapply to the program. You will receive notification of the status of your application, in writing, within 30 days following the admissions deadline.

You may contact a designated social work faculty member regarding any questions about these procedures or your status in the program. If you are not admitted into the program, you may meet with your Social Work Professional Advisor to discuss the possibility for re-submission. You are also eligible to follow the set grievance procedures if you remain dissatisfied with the admissions decision.

If you receive a second “D” or “F” upon re-taking a social work class, you will not be admitted to the program.

## BSW CURRICULUM

The BSW Major has certain requirements that must be fulfilled once accepted into the program. The requirements consist of a total of 54 hours of course work in order to graduate with a BSW degree preparing a student for entry-level direct practice.

The following are the Social Work courses required for the BSW degree (see Appendix for detailed course descriptions):

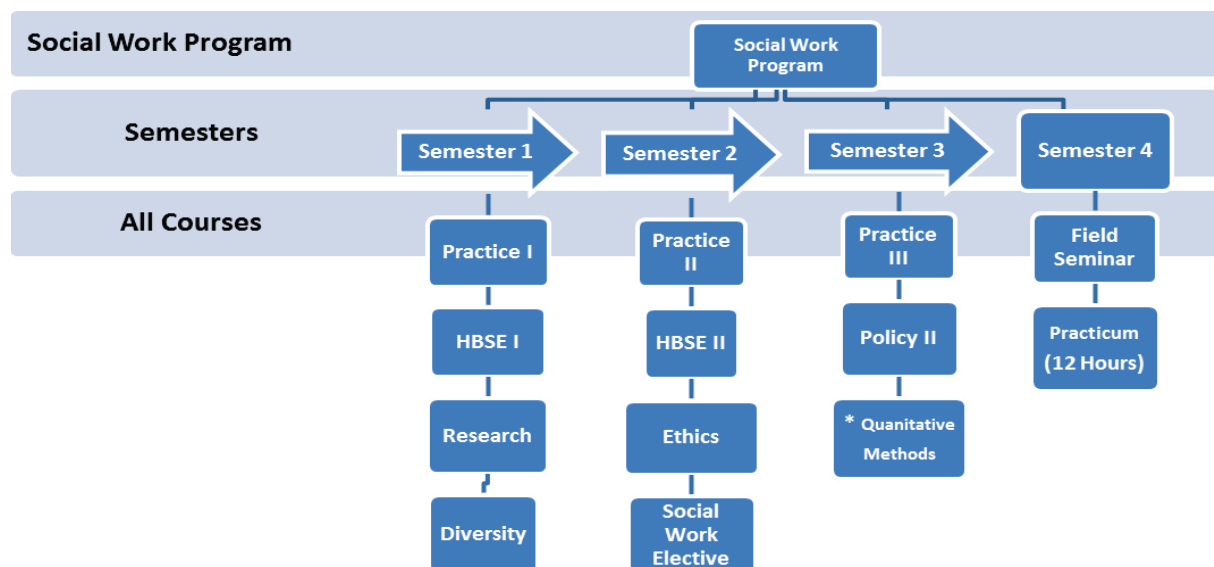
COURSE #	COURSE NAME	CREDIT HOURS	PREREQUISITE
<b>PRE-MAJOR COURSES</b>			
SOWK 1450	Introduction to Social Work	3 HOURS	
SOWK 2430	Policies, Issues, and Programs in Social Welfare	3 HOURS	
SOWK 3000	Foundations of Interviewing	3 HOURS	
<b>PROFESSIONAL CORE</b>			
SOWK 3610	Social Work Practice I	3 HOURS	
SOWK 3500	Human Behavior in the Social Environment I	3 HOURS	
SOWK 4500	Human Behavior in the Social Environment II	3 HOURS	SOWK 3500
SOWK 4400	Social Work Practice II	3 HOURS	SOWK 3610
SOWK 4430	Applied Social Welfare Policy II	3 HOURS	SOWK 2430
SOWK 3870	Social Work Research & Practice	3 HOURS	
SOWK 4880	Quantitative Methods in Social Research	3 HOURS	
SOWK 4540	Human Diversity for the Helping Professions	3 HOURS	
SOWK 4610	Social Work Practice III	3 HOURS	SOWK 4400
SOWK 4000	Ethics and Professionalism in Social Work	3 HOURS	
SOWK Electives	Child Welfare, Violence in Families, Trauma and Substance Use or Mental Health	3 HOURS	*One required or complete all for Trauma Certification **Some courses not offered consistently

COURSE #	COURSE NAME	CREDIT HOURS	PREREQUISITE
SOWK 4870	Field Seminar	3 HOURS	*Consult the BSW Field Policies & Procedures Manual ( <i>Must be admitted as social work major</i> ) *Must have completed all social work courses listed above. *It is a co-requisite with 4875
SOWK 4875	Field Practicum	9 HOURS	*Consult the BSW Field Policies & Procedures Manual ( <i>Must be admitted as social work major</i> ) *Must have completed all social work courses listed above. *It is a co-requisite with 4870
<b>TOTAL= 54 HOURS</b>			

Some of the courses have a pre-requisite course, which means a student is not able to register for the course until completion of another course. Your advisor will not allow a student to take any courses until pre-requisites are met. This is to ensure a student is learning the course information in an orderly way. Students enrolled in a course without meeting requirements will be dropped from the class roster.

### Advancing Through Program

Below is an example of how students potentially advance through the program:



## **FIELD INSTRUCTION**

Field practicum is where social work education comes together. Students have the chance to put the knowledge, skills and values that they have learned in the classroom to work in an agency setting. Under the guidance of Field instructors, they "try their wings," taking on greater and greater levels of responsibility as they mature professionally.

Individual practicum experiences are designed so that students have an opportunity to engage in a range of helping roles and processes. They are encouraged to see how generalist skills developed in one setting may be transferred to other settings and are helped to gain more autonomy at the practice setting as their competencies expand.

While in their field practicum placement, students are asked to demonstrate each of the nine competencies as outlined by CSWE in several ways, so that by the end of the practicum experience they are confident that they enter the profession at a nationally identified level of competence.

### **Applying to Field**

The field practicum is available by application only. The field practicum admissions process takes place during the student's senior year, in the semester immediately preceding the field placement. Student eligibility for the practicum requires:

- Successful completion of all social work coursework except for the practicum and the integrative seminar prior to the anticipated start date of the practicum
- Attendance at the scheduled pre-field orientation meeting
- Application for the practicum to the field director by the designated deadline (forms are distributed at the orientation meeting)
- Evidence in the application that the student has or is (a) completing all social work coursework except Field Seminar and Practicum with a C or better; (b) the student has a minimum cumulative GPA of 2.5
- Interview with the field director to determine readiness for field, potential placement options and concerns/limitations of the student (i.e. transportation issues, personal issues, accommodation needs, etc.)

## **Field Interview & Placement Process**

After the field application has been submitted, students will meet with the social work Field Director to explore learning and career goals, as well as explore potential sites. During this meeting information is obtained that will lead to a “match” between the student, the agency, and the field instructor.

The field director will review the student’s qualifications and recommend that the student either be placed in the field or be denied or deferred for field placement. Deferment allows the student one semester to take remedial steps towards preparation for field, and to reapply to the field practicum when such preparation is complete. Under rare circumstances, the field director may recommend that a student not be accepted into field and not be eligible for reapplication.

## **Field Agency Selection**

Once an agency has been selected, the field director will contact the agency to determine if placement is a possibility. If the agency agrees to proceed, the student will be provided with the contact information via letter to set up an appointment and request an interview. Only one referral is given at a time. The confirmation of the internship is not finalized until the student, field instructor, and field director mutually agree upon the placement arrangement.

## **Field Expectations**

The following represents the time students will spend in their agencies each week:

- Summer (offered for Title IV-E only): Students must complete and document 400 hours of work in their agencies. Students are expected to work in their agencies approximately **35-37 hours per week for 13 weeks.**
- Fall/Spring: Students must complete a minimum of 400 hours of work in the agency during the semester. Students are expected to work in their agencies **approximately 32 hours per week for 15 weeks.**

Students must remain in their placement the entire semester and may NOT complete the semester early. Placements are designed to afford the student the opportunity to experience an agency over a period of months as agency workloads and activities ebb and flow during this time period. The entire placement period must also coincide with the field seminar (SOWK 4870) required in the semester. All hours must be completed by semester’s end (end of finals week) so that the student’s academic performance may be measured. SOWK 4870 and SOWK 4875 are co-requisite courses.

## **Field Practicum Evaluation**

The evaluation of your performance in the field practicum is based on the fulfillment of agency and university accomplishments, completion of social work competencies and behaviors, and overall professional behavior. There are several measures used during your internship to assess your skills and evidence of these competencies in the professional foundation of your social work courses. You are assigned a grade while in your internship; a grade of “D” or “F” will result in termination from the social work program.

## **Title IV-E Child Welfare Practicum**

The Title IV-E Child Welfare Training Program is a joint project with the Texas Department of Family and Protective Service (TDFPS), Child Protective Services and the University of North Texas Social Work Department. UNT receives a grant from TDFPS to recruit, educate and train social work students to become professional child protective specialists who help children and families impacted by abuse and neglect. A limited number of educational scholarships are awarded each semester to social work students who are accepted into the program. In exchange, the student agrees to complete their field placement with Child Protective Services and contract with CPS for employment upon graduation. During the practicum, students will complete the CPS Training Academy in Arlington as well as participate in on-the-job training in a field unit. Applicants to this program must successfully complete the Child Welfare Policy and Practice (SOWK 4700) course as well as other social work degree requirements. Students will also be required to pass required background checks, a TDFPS pre-employment screening test and an interview with the agency.

## **Social Work Program Student Policies**

### **Nondiscrimination**

UNT does not unlawfully discriminate on the basis of race, color, national or ethnic origin, religion, sex, sexual orientation, gender identity or expression, age, political affiliation, disability, marital status, ancestry, genetic information, citizenship, or veteran status in its application and admission process, educational programs and activities, university facilities, or employment policies. The University takes active measures to prevent such conduct and immediately investigates and takes remedial action when appropriate. The University also prohibits and takes actions to prevent retaliation against individuals who report or file a charge of discrimination, harassment, or sexual violence; participate in an investigation, or oppose any form of discrimination, harassment, or sexual violence.

This policy and the University's procedural guidelines outline the steps regarding reporting, filing, investigating, resolving, and appealing a finding of discrimination, retaliation, harassment and sexual violence. Every member of the University of North Texas community which includes employees, students and visitors must comply with federal and state laws and regulations and institutional policies including equal opportunity and affirmative action.

### **Life/Work Experience Credit**

In accordance with CSWE policy, students are not given academic credit for past life work experience, or for continued work in a position in which you were previously employed in lieu of social work coursework or the field practicum. Credit is only earned through standard academic course work taken at an accredited college or university. This is of central importance for the field internship which is critical to the educational development of students. As such, the practicum experience serves to integrate the professional foundation of your course work.

### **Minor (Optional)**

A minor is not required for a degree in social work; however, you may select a minor field of study in consultation with your advisor. A minor requires at least 18-21 semester hours in a given subject, including 6 hours of advanced work. The department offering the minor determines specific course sequences. Minor requirements are listed in the university catalog for each of the degree areas where a minor is offered.

### **Transfer Credits**

The department's undergraduate program is structured to meet the needs and interests of students transferring from community colleges or 4-year institutions. As a transfer student, you will receive close advising to facilitate the process in accordance to overall University transfer policies. The evaluation of credits that may transfer to UNT is made by the university advisors to determine if courses are equivalent to UNT courses. You are responsible for providing documentation of previous coursework as necessary (official transcripts, syllabi/or catalog descriptions).

Students must meet UNT's required transfer policies (<https://transfernow.unt.edu/how-to-transfer-to-unt.com>) in terms of core coursework. Social work faculty often make determinations regarding comparable social work courses which may or may not be eligible for transfer.

### **Student Absence Policy**

Consistent attendance and professionalism are vital to social work education. While absence penalties are determined within each course separately, it is generally expected that students attend every class and are on time as they are preparing themselves for the social work profession. Regular attendance for the entire class period is expected, as is punctuality. University sanctioned excused absences may be requested with satisfactory evidence provided (i.e. military service, religious holy day, university function) in accordance with UNT attendance policy 15.2.5.

### **Student Participation in Program Governance**

Student participation in program issues are highly valued and solicited on an ongoing basis. The social work program maintains an ongoing process of program evaluation and policy development with student input. You may have the opportunity to serve on task forces that make policy, hire faculty and develop curriculum. You will evaluate each course and instructor at the end of the semester. The program also solicits feedback via the "Comments" link located on the department website, which can be anonymous if preferred.

The Program Advisory Committee is composed of students, graduates, community professionals and consumers; providing an opportunity for a feedback loop from community members and student representatives. The Social Work Student Association also provides another means for your participation in governance with the department. The designated faculty liaison with the organization provides support and is available as a resource.

### **Termination from the Social Work Program**

Termination from the program may occur if a student fails to maintain standards in the classroom or field internship. If a student demonstrates an inability or unwillingness to acquire and integrate professional standards into professional behavior, and/or has an inability or unwillingness in acquiring professional skills and reaching an acceptable level of competency, and/or has an inability or unwillingness in controlling stress, emotional dysfunction, or behavioral reactions that may affect professional functioning, the student will be terminated from the Social Work Program. In short, students must function at the level of a professional at all times or face termination from the program.

#### ***Minimum 2.5 Overall GPA Requirement***

Students must maintain the required minimum, cumulative GPA of 2.5 to advance in the program. Students who earn a GPA below 2.5 will be placed on probationary status for a period of one semester and will be expected to improve their GPA the following semester. If a student earns a cumulative GPA below 2.5 in any subsequent semester after a probationary semester has been imposed, they will be terminated from the BSW program.

### *Two Course Failure Rule*

Students are expected to demonstrate successful learning in all social work classes. If a student receives a failing grade (D or F) in any one social work class, they will be allowed to repeat that class one time in an effort to replace the grade with a C or above. If a student receives a D or F after their second attempt, they will be dismissed from the program.

If a student receives a D or F in two concurrent social work courses, there will be no opportunity to retake these courses in an effort to remain in the social work program. Two failing grades in social work courses during the same semester will result in immediate termination from the program. Thus, students must be mindful of their progress in courses and remain in touch with their professors to be clear about class expectations. Students should likewise be familiar with UNT's academic calendars in the event that one must withdraw from a course to avoid failing two or more social work classes in the same semester.

A student who receives a D or F grade in a social work course and successfully retakes the course with a C grade or above will be considered to have failed one course under the Two Course Failure Rule. It is vital that students are alert to this situation. If a student receives a failing grade in a social work course subsequent to having failed a prior social work course (regardless of whether the previous course grade had been successfully replaced), they will be dismissed from the program in accordance with the Two Course Failure Rule. There is no opportunity for a student to retake a class when a second failing grade exists for purposes of remaining in the social work program.

Students receiving a D or F in the Field Practicum may be terminated from the program unless a time-limited corrective action plan is offered and the student successfully completes the requirements of the plan. Failing the practicum is a serious issue. Students should contact the program director in the event of a failing grade in the Field Practicum.

## **ACADEMICS**

### **Academic Standards**

Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, UNT promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. Academic misconduct subject to disciplinary action includes, but is not limited to:

1. **Cheating** - Cheating is a violation of academic integrity and is not tolerated. This refers to copying, unauthorized assistance, dual submission of a paper or project, or any other acts designed to give a student an unfair advantage.
2. **Plagiarism** - Involves knowingly using the materials, thoughts or ideas prepared by another, taking credit for work that is not your own, or use of another's work without full and clear acknowledgement.
3. **Fabrication** - falsifying or inventing any information, data, or research outside of a defined academic exercise.
4. **Forgery** - altering a score, grade, or official academic university record; or forging the signature of an instructor or other student.

5. **Facilitation of Academic Dishonesty** - helping or assisting another in the commission of academic dishonesty.
6. **Sabotage** - acting to prevent others from completing their work or willfully disrupting the academic work of others.

Any suspected occurrence of academic dishonesty will be investigated and handled in accordance with UNT policy and procedures. The following academic penalties may be assessed at the instructor's discretion upon determination that academic dishonesty has occurred. Admonitions and educational assignments are not appealable.

1. *Admonition*. The student may be issued a verbal or written warning.
2. *Assignment of Educational Coursework*. The student may be required to perform additional coursework not required of other students in the specific course.
3. *Partial or no credit for an assignment or assessment*. The instructor may award partial or no credit for the assignment or assessment on which the student engaged in academic dishonesty, to be calculated into the final course grade.
4. *Course Failure*. The instructor may assign a failing grade for the course.

Should the procedure for appeal of a case of academic dishonesty extend beyond the date when the instructor submits course grades for the semester, the student will be assigned a grade that reflects the penalty, which shall be adjusted, as appropriate, at the conclusion of any appeal process.

You are encouraged to become familiar with the academic rights and responsibilities established for UNT students. Specific details and description of UNT's policies can be obtained on the UNT website.

## **Academic Performance**

Scholarly work is expected and academic requirements are set to help students reach the goal of becoming professional social workers. Scholarship standards for the social work program require that you maintain a C average in all major courses. If you fall below the recommended performance level, you should consult with appropriate faculty members. As per UNT policy, you may repeat most social work courses once. However, if the field practicum is failed, it may not be repeated.

A formal review of academic progress is made upon application to the major and again at the time of application for field. A plan for disciplinary action will occur if the:

1. Student's overall GPA falls below 2.5
2. Student receives a D or F in any social work class (a failing grade of a D or F in practicum could result in termination from the program)
3. Student receives an "I" in either of the practicum classes

## **PROFESSIONALISM**

### **Professional Conduct**

The Department of Social Work puts an extremely high value on its rapport with students, in part because it is our main task to prepare them for careers in human service professions. The goal of HPS' academic programs is to prepare students for ethically and socially responsible leadership roles in public and community service careers within an increasingly diverse and complex world.

All social work faculty and students should be concerned with maintaining the integrity of the social work profession. Social work is a professional degree and as such, is guided by professional standards of conduct and are to follow university policies and regulations as indicated in the UNT Student Handbook as well. Faculty members are charged with the responsibility to maintain the order and fairness in class and sometimes, when necessary to remind students of appropriate behavior in the classroom. This is necessary because problematic behaviors can set the stage for serious problems in obtaining and retaining professional employment after graduation and there is the potential to disrupt and interfere with other students' learning.

Therefore, the following behaviors will not be tolerated in class: Sleeping; Cross-talk, or carrying on private conversations during lectures and discussions; Wandering in and out of classes that are in progress; Taking or making cell phone calls or texts during class; Inappropriate use of laptops in class; expectations that classes will be canceled when professors cannot be present and/or on days adjacent to holiday (this is a policy violation taken seriously by our accreditation boards); and surliness and flippancy in communicating with faculty, staff and other students. Students may be asked to leave class at the discretion of the instructor.

Social work students must conduct themselves in a manner that is congruent with ethical standards of the profession as specified in the National Association of Social Work (NASW) Code of Ethics and must uphold core social work values. You will receive a copy of the social

work program's Expectations of Student Conduct and sign off in agreement to adhere to the code upon admission to the program and while in field placement.

Due to the professional nature and helping role of social work, impairment in some areas may not be conducive to a career in this field (mental illness, substance abuse, previous felony, child abuse record). If you have concerns that your background may cause difficulty for a career in the profession of social work, you are encouraged to meet with the BSW Director about your concerns. However, it is your responsibility to investigate how this may affect your capacity to be licensed or attain work as a professional social worker. Some information about issues which may impact your eligibility to be licensed is available on our website:

<http://sowk.hps.unt.edu/getting-started>

Some violations of conduct compromise the student's integrity and ability to perform as a professional social worker. Once you have been admitted to the program, failure to uphold the NASW Code of Ethics, Texas Code of Conduct, and the UNT Expectations of Student Conduct may result in dismissal from the program.

Any student behavior that interferes with an instructor's ability to conduct class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional setting at UNT. This includes traditional face-to-face classes, online or blended classes, labs, discussion groups or boards, field trips, and verbal and/or written (including email) communication with the instructor and/or other students. Examples of unacceptable behavior include, but are not limited to, disrespectful treatment of other students (verbal or written), disrupting lecture, and use of inappropriate or profane language or gestures in class or other instructional settings.

A student engaging in unacceptable behavior may be directed to leave the classroom or other instructional setting and may also be referred to the Dean of Students to consider whether his/her conduct violates UNT's Student Code of Conduct.

### **Areas of Misconduct**

***Some critical areas of misconduct that require adverse action include, but are not limited to:***

- ***Professional Ethics.*** This involves violations of professional standards (i.e. conflict of interest, sexual activity, sexual harassment, derogatory or unprofessional language, breach of privacy/confidentiality, deceit, misrepresentation, physical/verbal abuse, client endangerment, falsification of records). Disciplinary action will be based on the nature of the violation and the individual's circumstances.
- ***Mental illness/Substance Abuse.*** This may include the possession /consumption of alcohol or substances, as well as impairment as a result of illness/substance abuse. Although impairment is not in itself reason for dismissal, there is concern regarding the effect any impairment may have on the student's ability to perform. The emotional instability of the student may impede competency and effectiveness with the client system. Consideration of disciplinary action is determined by the nature of student impairment and receptivity to appropriate intervention.

- **Illegal activity.** Violations of law are considered in regards to the extent of the criminal activity and violation of professional values (i.e. fraud, forgery, telephone misuse, theft, unauthorized use of school property). Activity outside the professional role of social worker are considered and reviewed on an individual basis.
- **Classroom/Field behavior.** The disruption of class or field activities is prohibited. Behavior that undermines class progress, other students, field agencies, impedes learning or the assistance of client systems is subject to disciplinary action (e.g. failure to use sound judgment in work with clients and oneself, incapacity to communicate effectively, inadequate interviewing and interpersonal skills, violations of personal integrity, failure to adhere to field agency policies & standards, and any behavior that interferes with student function or jeopardizes the welfare of clients/co-workers). Disciplinary recommendations will depend on the nature and severity of disruptive behavior.
- **Academic performance.** Students with grades falling below the recommended performance level of at least a grade of “C” for all social work major courses will face disciplinary action (up to and including termination). Efforts will be made to assist the student in improving performance.

### **Complaints of Violations**

All students are to act as a gatekeeper for the profession. If you observe others violating professional, ethical conduct, or academic conduct, you are encouraged to file a complaint in writing. The complaint should include the name of the alleged violator and the nature of the violation. The violating student will be informed of the accusation. The student must respond in 5 days to the report. A committee will be appointed to review the complaint.

## **FACULTY REVIEW COMMITTEE**

It is the intent of the social work faculty to find a fair and equitable resolution to problem areas, which protects student rights, upholds the standards of professional conduct, and protect the welfare of future clients. The following is the review process regarding misconduct allegations:

1. Social work faculty observes or is made aware of any violation
2. The issue is brought to the attention of the social work in a faculty meeting and a determination is made regarding sufficient evidence supporting the complaint or violation to proceed
3. With sufficient evidence, the faculty will hold a review and discuss the violation/concerns with the student. The student may submit documentation in response to the concerns.
4. The faculty will meet again to consider appropriate action

***Based upon evidence presented and discussed, the faculty may initiate the following action:***

1. None
2. Corrective Action (i.e. probation, suspension, removal/delay or denial of field practicum, withdrawal/failure from course)
3. Denial of Admission/Termination from social work program (the student will be notified in writing)
4. Referral to the student to the Dean of Students' office/UNT police for investigation
5. Any other action deemed appropriate by the social work faculty

Any adverse action (other than denial of admission or termination from the program) will require a written plan of remediation that is jointly developed by you and the social work faculty. The plan will include the following:

1. Specific remedial action
2. Specific time-frames
3. Specific responsibilities

## **GRIEVANCES AND APPEAL PROCEDURES**

Students are encouraged to first address concerns with any faculty/instructor related to grades or other adverse actions (admission, termination etc). If this does not result in a satisfactory resolution, students may appeal the matter to the next levels of decision making as follows:

Students who wish to appeal an adverse decision by the faculty or who wish to file a grievance against the program or any employee or representative of the program may do so by first submitting a written summary of the grievance or appeal to the Social Work BSW Program Director within 15 days of the action which prompted the grievance or appeal. The student should outline the grounds for grievance/appeal and provide supporting documentation. The BSW program director must respond to the student in writing within 10 days, indicating the course of action to be pursued, including time frames, opportunities for the formal presentation of the grievance or appeal and the names of those individuals who will participate in the grievance process.

If the appeal is denied, the student may then submit a written summary of the grievance or appeal to the Chair of the Department of Social Work within 10 days following notice of denial by the BSW Program Director. Again, the student should outline grounds for grievance/appeal and provide supporting documentation. The chair must respond to the student in writing within 10 days, indicating the course of action to be pursued as previously mentioned. If the grievance or appeal is not resolved at this level, it becomes subject to the formal, university-wide grievance and appeal procedures.

# **SOCIAL WORK STUDENT ORGANIZATIONS**

## **Phi Alpha Honor Society**

Faculty Advisor: Professor Amanda Manchack

Phi Alpha is a national honor society for social work majors, faculty and practitioners. The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and to promote humanitarian goals and ideals. Phi Alpha fosters high standards of academic excellence and training for social workers. The criteria for Phi Alpha is a grade point average of 3.25 in Social Work and an overall grade point average of 3.0. Students must also have a minimum of 9 credit hours in Social Work.

UNT's Zeta Eta Chapter of the Phi Alpha National Social Work Honor Society was started in the spring of 2001 and is open to all eligible BSW students.

## **Social Work Student Association (SWSA)**

Faculty Advisor: Professor Amanda Manchack

The Social Work Student Organization (SWSA) provides you with the opportunity to become involved in campus and community activities that promote social work values, practice and increase the visibility of the profession. SWSA is recognized as one of the more than 250 organizations on UNT campus and is provided all voting rights allowed by university. SWSA is made up of pre-social work and social work majors as well as any student interested in the social work field. The association elects their own officers and determines its goals and function. Some of the benefits to participation in SWSA include community service and involvement, student empowerment, gaining organizational skills in the planning of service activities, participation in social events, and networking opportunities with other students, faculty and the community at large.

## **PUSH (Persevere UNTil Success Happens)**

Faculty Advisor: Brenda Sweeten

The purpose of the PUSH student organization is to raise awareness in the public and university communities about the experiences of youth in the child welfare system and to promote excellence, positive support, resources, and fellowship to foster care alumni (students who have experienced foster care during their youth) at UNT. PUSH encourages and recruits former foster youth to attend college, establishes community and mentorship among its members and provides leadership opportunities. PUSH students are connected to resources both on campus and in the community to maintain academic support. The organization is open to all majors and both foster care alumni and allies are all welcome.

# Appendix

## **Appendix A: Professional Social Work Organizations**

### **Council on Social Work Education (CSWE)**

Founded in 1952, the Council on Social Work Education (CSWE) is the national association representing social work education in the United States. Its members include over 760 accredited baccalaureate and master's degree social work programs, as well as individual social work educators, practitioners, and agencies dedicated to advancing quality social work education. Through its many initiatives, activities, and centers, CSWE supports quality social work education and provides opportunities for leadership and professional development, so that social workers play a central role in achieving the profession's goals of social and economic justice. CSWE's Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories. Retrieved from CSWE website: <https://www.cswe.org/About-CSWE>

To become a member of CSWE please contact:

Address: Council on Social Work Education  
1725 Duke Street, Suite 200  
Alexandria, VA 22314-3457  
Phone: 1.703.683.8080  
Fax: 1.703.683.8099  
Website: <http://www.cswe.org/>  
Hours: Monday through Friday from 9:00 to 5:00pm

### **Society for Social Work Research (SSWR)**

The Society for Social Work and Research (SSWR) is a non-profit social work organization involved with advocacy of human welfare through research. It promotes the involvement of social work students, social work professor, and the overall social work community to apply social work research for the betterment of the profession.

To become a member of SSWR please contact:

Address: Society for Social Work and Research  
11240 Waples Mill Road, Suite 200  
Fairfax, VA 22030  
Phone: 703-352-SSWR (7797)  
Fax: 703-359-7562  
Email: <http://www.sswr.org/>

## **National Association of Social Workers (NASW)**

The National Association of Social Workers (NASW) is an organization made up of professional social workers. The association works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. NASW members receive a variety of benefits such as:

- a monthly newspaper
- a bi-monthly journal
- your chapter newsletter
- low-cost malpractice insurance to eligible members
- competitively priced group health, life, and disability insurance
- discounts on NASW seminars, workshops, and conferences
- opportunities to meet colleagues on the local, state and national levels
- NASW VISA credit card program
- Legal Defense Services, Tax Deferred Annuity Plan, and National Car Rentals

To become a member of NASW please contact:

Address: 750 First Street, NE  
Suite 700

Washington, DC 20002-4241

Phone: 1-800-742-4089

Website: <http://www.socialworkers.org/> and [www.NASWtx.org](http://www.NASWtx.org)

# Appendix B: National Association of Social Workers (NASW) Code of Ethics

*The following information was retrieved from the NASW website: <http://www.socialworkers.org>*

## Overview

**Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly**

The NASW *Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers. This *Code* includes four sections. The first Section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW *Code of Ethics*," provides an overview of the *Code*'s main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

The core values of the social work profession are the foundation of social work's unique purpose and perspective:

1. Service
2. Social Justice
3. Dignity and Worth of a Person
4. Importance of Human Relationships
5. Integrity
6. Competence

If you believe a social work member of NASW is in violation of this *Code of Ethics*, one of your options is to file a complaint with NASW. Instructions on how to file a complaint with NASW can be found here: <https://www.socialworkers.org/About/Ethics/Professional-Review/How-To-File-a-Complaint>

If you would like to view the NASW *Code of Ethics* in its entirety, please visit the website <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

## Appendix C: Social Work Licensing

In Texas, only professionals licensed by the Texas State Board of Social Work Examiners may legally use the title “social worker;” therefore, all individuals with a social work degree in Texas should consider licensure. Before being licensed as a social worker, individuals must successfully demonstrate their professional knowledge on a national examination. Texas law recognizes three categories of licensing, and several specialties.

Three license types:

- Licensed Baccalaureate Social Worker (LBSW) — earned a BSW
- Licensed Master Social Worker (LMSW) — earned a MSW
- Licensed Clinical Social Worker (LCSW) — an LMSW who has completed 100 hours of board approved supervision hours in a clinical setting over a 2 – 4-year period.

Specialty recognitions:

- Independent Practice Recognition (IPR) – Recognition of non-clinical social work available to LBSW’s and LMSW’s
- Advanced Practitioner – LMSW’s who meet certain requirement for advanced non-clinical social work services.

Once licensed, all social workers must participate in continuing education to maintain and upgrade their knowledge and skills, and work according to professional standards established by Texas law and the Texas State Board of Examiners. Additionally, social workers must adhere to the Social Worker Code of Conduct located in the Texas Administrative Code. ([https://www.dshs.texas.gov/socialwork/sw\\_conduct.shtm](https://www.dshs.texas.gov/socialwork/sw_conduct.shtm)).

The Texas State Board of Social Work Examiners has a toll- free number, 1-800-232-3162, for calls within Texas. Callers may also use (512) 719-3521. All written correspondence should be sent to:

**Texas State Board of Social Work Examiners**  
**1100 W. 49th Street**  
**Austin, TX 78756-3183**  
<https://www.dshs.texas.gov/socialwork/>

## Appendix D: Course Descriptions

### Descriptions of Required Social Work Courses

**SOWK 1450: Introduction to Social Work.** 3 hours. History and philosophy of social work in the United States; social welfare agencies in the community and social services offered; requirements for professional social work practice. This course is sometimes offered online.

**SOWK 2430: Policies, Issues and Programs in Social Welfare.** 3 hours. Current social policies and issues affecting the development of social welfare services; relationships between basic societal values and social welfare services

**SOWK 3000: Foundations of Interviewing.** 3 hours. Prerequisite for admission into the social work program and serves as a foundation for direct practice courses. Explores the components of the engagement process to help students understand the importance of self-awareness and interpersonal skills. Students develop skills essential to building the professional relationship, interviewing techniques, and effective communication. Emphasizes the demonstration of skills through simulation activities in the classroom.

**SOWK 3500: Human Behavior and the Social Environment I.** 3 hours. Part of a two-course sequence focusing on Human Behavior in the Social Environment (HBSE). Examines a multidimensional, person and environment framework addressing the interactions between the varied biological, psychological, social, cultural, and spiritual factors that influence behavior in a multicultural society. Students will analyze theories of human development, functioning and well-being in the first half of the life span from conception to young adulthood.

**SOWK 3525: Violence in Families.** 3 hours. The extent of the problem, risk factors, and traumatic effects of violence on the individual, family, community and society are explored. Theoretical perspectives to understand the problem and differentiate between various forms of violence will be examined. Emphasis will be placed on understanding how violence is shaped by social location for vulnerable and oppressed groups. Prevention and intervention models will be examined with special emphasis on the advocacy role of social workers in creating social change.

**SOWK 3610: Social Work Practice I.** 3 hours. (3) Focuses on generalist social work practice with individuals. Presents conceptual frameworks, intervention methods and skills for practice with diverse client populations across the lifespan. Uses the strengths perspective for fostering client growth and empowerment. Emphasizes the individual in his or her social environment. Prerequisite(s): formal admission to the major.

**SOWK 3870: Social Work Research and Practice.** 3 hours. Information about social scientific methods for social work practice and its evaluation, including research quantitative and qualitative methodologies and designs, data sources, analysis.

**SOWK 4000: Ethics and Professionalism in Practice.** 3 hours. Examines the knowledge base of ethics, values and professional social work practice. Students explore the impact of these processes from multiple practice settings, dynamics with client systems, and differing social contexts. Self-reflection also is explored to help students assess their personal strengths, biases and values as they relate to professional practice. This assessment helps students become socialized and identify as emerging professionals. Students also learn to apply critical techniques using an ethical decision-making model to make decisions consistent with professional values and ethics.

**SOWK 4400: Social Work Practice II.** 3 hours. Focus on generalist social work practice with families and groups. Presents conceptual frameworks, intervention methods, and skills for practice with diverse client populations. Uses the strengths perspective for fostering client growth and empowerment. Emphasizes the interaction of the family/group and the surrounding social systems. Prerequisite: SOWK 3610.

**SOWK 4430: Applied Social Welfare Policy.** 3 hours. Exploration of the philosophies that underlie social welfare policy; in-depth analysis of social policies and exploration of ways to impact social policy development and change. Students carry out an analysis of a selected social welfare policy area.

**SOWK 4500: Human Behavior and the Social Environment II.** 3 hours. Prerequisite: Completion of pre-major courses or consent of department.

This is part of a two-course sequence focusing on Human Behavior in the Social Environment (HBSE). Examines a multidimensional, person and environment framework addressing the interactions between the varied biological, psychological, social, cultural, and spiritual factors that influence behavior in a multicultural society. Students will analyze theories of human development, functioning and well-being in the second half of the life span from middle adulthood to older adulthood and the end of life.

**SOWK 4540: Human Diversity for the Helping Professions.** 3 hours. Promotes competence in the role of helping professionals with diverse and vulnerable populations. Focuses on sociopolitical, intrapersonal and socio-cultural factors affecting the complexities of the human experience. Enhances self-awareness and explores systematic processes of oppression. Conditions for culturally relevant change strategies and advocacy in a global society are examined. Satisfies a portion of the Understanding the Human Community requirement in the University Core Curriculum. This course is offered online only.

**SOWK 4610: Social Work Practice III.** 3 hours. Macro practice for generalist social workers. Includes work in communities, organizations and other social systems. The impact of social policy is a particular focus. Presents conceptual frameworks, intervention methods and skills for practice in diverse settings. Uses the strengths perspective for fostering community empowerment. Prerequisite: SOWK 4400

**SOWK 4700: Child Welfare Practice and Services.** 3 hours. Addresses contemporary practices in the child welfare system, legal and judicial processes, understanding the dynamics of abuse/neglect, and indicators of risk. Covers a range of the child welfare services related to investigation, in-home services, out-of-home placement, and foster/adoption services for abused and neglected children. Twenty hours of service learning in a child welfare agency is required.

**SOWK 4725: Theory and Practice in Mental Health. 3 hours.** Social work students must be equipped to meet the needs of vulnerable clients with mental impairments. This course will familiarize students with the knowledge and skills needed to serve individuals, families, groups and communities impacted by this illness. Students will examine the conceptualizations, classification systems of assessment, and bio-psycho-social aspects of mental health. Culturally competent, sensitive and evidence-based practice options will be explored. Students will understand the challenges of stigma, lack of access and the complexity of social service needs.

**SOWK 4870: Social Work Integrative Seminar. 3 hours.** Provides a forum in which students share experiences encountered in the field, discuss issues related to practice and service delivery systems, demonstrate application of research to practice, and integrate field and classroom learning. Prerequisite(s): acceptance into practicum and satisfactory completion of all other social work courses, and concurrent enrollment in SOWK 4875

**SOWK 4875: Social Work Field Practicum. 9 hours.** Field practicum in a social agency. Includes direct and indirect service activities in a community agency or program related to previous course work. Refinement of applied skills and evaluation of social work practice in an applied setting. Prerequisite(s): acceptance into practicum and the satisfactory completion of all other social work courses. Taken concurrently with SOWK 4870

**SOWK 4880: Quantitative Methods of Social Research. 3 hours.** Role of quantitative methods in social research; application of quantitative techniques and procedures to social data, statistical inference; data processing. This course is offered only once per year (spring only). The program will also accept any introductory statistics course to meet this requirement.

**SOWK 4325: Intersection of Trauma and Substance Use. 3 hours.** In this course students will explore the intersectionality of trauma and substance use disorders across the life span. This includes the examination of the characteristics of various life traumas and the social, psychological and biological impact that may be associated with substance use. Students are expected to recognize these signs and symptoms with emphasis on the integration of learned knowledge and skills. Included in the course is examination of processes such as basic screening tools, assessment and use of interdisciplinary interventions. The principles of empirically supported treatment modalities will be examined, as well as new and emerging research and its implications. Pertinent policy issues and the needs of diverse populations are also addressed.

# Appendix E: Expectations of Student Conduct



## *Department of Social Work*

### **BSW SOCIAL WORK PROGRAM EXPECTATIONS OF STUDENT CONDUCT**

The UNT BSW Social Work Program is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional and behavioral development for all its students.' As a professional education program; the program bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. As such, students are required to adhere to the standards, ethics, and values of the profession as identified by the National Association of Social Work (NASW). In addition, students must meet the academic, behavioral or professional mandates of the Accreditation Standards set by the Council on Social Work Education (CSWE), as well as UNT Social Work Program mandates and other UNT university wide conduct policies.

*Given this context, all students in the BSW social work program will adhere to the following standards.*

#### **Academics & Accountability:**

##### ***I agree to***

1. Maintain good attendance in classes, arrive in class on time, return from breaks in a timely manner and adhere to the guidelines and criteria established in all social work classes.
2. Take responsibility for the quality of completed tests and assignment and to complete work in a timely fashion and according to the directions provided.
3. Come to class prepared, with readings and other homework completed and to fully participate in group activities and assignments. Further, I will meet all deadlines.
4. Be responsible for my own learning by reading assigned materials.
5. Acknowledge areas where improvement is needed by accepting and responding to constructive feedback in a positive manner.
6. Maintain an overall GPA of 2.5, and a grade of "C" or better in social work courses. I understand if my GPA falls below 2.5 in any two semesters or I receive two failing grades (D or F) in a social work course, I will be terminated from the program.
7. Learn and adhere to the UNT Academic Integrity Policy.

**Behavior:*****I understand I am not to expect***

1. Special treatment regarding extra credit make up exams and incompletes (i.e., demanding that class requirements and activities be modified to accommodate non-academic activities such as family trips and work overtime or that class requirement be altered to assure particular students receive the desired grade).
2. Classes to be canceled when professors cannot be present and/or on days adjacent to holiday (this is a policy violation taken seriously by our accreditation boards).
3. The class structure or format to be changed to meet my personal needs (work, appointments, etc.).

**Honesty & Integrity:*****I agree that I will***

1. Avoid plagiarism and will commit to learning the rules of citing other's work properly by doing my own work and only taking credit only for my own work.
2. Practice honesty with myself, peers, and instructors.
3. Not falsify class attendance or falsify reasons why a student did not attend a required class.
4. Not participate in, condone, or be associated with dishonesty, fraud, deceit, or misrepresentation.

**Respect and Civility:*****I agree to***

1. Maintain high standards of personal and classroom conduct by treating fellow students, faculty, staff, and supervisors with respect, honest, courtesy, and fairness and shall avoid unwarranted criticism these individuals/
2. Conduct myself in a reasonable, polite and considerate manner; I will avoid surliness and flippancy in communicating with faculty, staff and other students.
3. Deal with conflicts in a civil manner without attacking the character of another student, instructor or staff.
4. Refrain from talking during lectures, texting, using the phone, sleeping, reading other than class material, or studying for another course.
5. Refrain from any cross-talk, or carrying on private conversations during lectures and discussions.
6. Refrain from wandering in and out of classes that are in progress, leaving the classroom at will, and disrupting the class.
7. Only use my laptop for taking notes in class – and only with my instructor's permission.
8. Avoid use of offensive language (swearing) in the learning environment.
9. Practice positive, constructive, and professional communications skills with peers and instructors (body language, empathy, listening).
10. Adhere to the right of instructors to discipline me as appropriate if I am deemed disruptive. I understand this may result in expulsion from class and possibly further disciplinary action including termination from the course or program.

**Competence:*****I understand***

1. If my personal problems, psychosocial distress, legal problems, substance abuse, or mental difficulties interfere with my ability to meet program requirements, I will be expected to accept remedial action.
2. I must not let my private conduct interfere with my ability to meet the program's expectations.

3. I am expected to continue to work on areas of professional growth and constantly strive to improve my abilities.
4. I must apply myself to all your academic pursuits with seriousness and conscientiousness.
5. I must seek out appropriate support or resources when having difficulties to ensure success in completing course requirements.
6. I must strive to work toward greater awareness of personal issues that may impede my effectiveness.

**Confidentiality:**

***I agree to***

1. Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)

**Diversity & Social Justice:**

***I agree to***

1. Strive to become more open to people, ideas, and creeds that I am not familiar with, embrace diversity; and deepen my commitment to social justice for all populations at risk.
2. Exhibit a willingness to serve diverse groups of persons.

## **Statement of Understanding**

I understand that social work is a profession that adheres to high standards of professional ethics and integrity and that this process begins as a student. I agree to uphold and advance the values, ethics, and mission of the social work profession. I have read the NASW Code of Ethics and have read and understand this statement of Expectations of Student Conduct.

I understand that this document will be reviewed periodically as students' progress through the social work program. I understand the program has the right and responsibility to request reevaluation of my suitability to the social work profession as necessary. If my adherence to these conduct standards are not deemed satisfactory, the social work program has the right to require disciplinary action up to and including termination from a particular course or from the social work program.

\_\_\_\_\_  
Print Student Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Appendix F:

## Council on Social Work Education

### Educational Policy and Accreditation Standards (EPAS-2022)

Competency & Description	Applied Behaviors of Social Workers
<p><b><i>1. Demonstrate Ethical and Professional Behavior</i></b></p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<ol style="list-style-type: none"> <li>1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</li> <li>2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</li> <li>3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</li> <li>4. use technology ethically and appropriately to facilitate practice outcomes; and</li> <li>5. use supervision and consultation to guide professional judgment and behavior.</li> </ol>
<p><b><i>2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice</i></b></p> <p>Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.</p>	<ol style="list-style-type: none"> <li>6. advocate for human rights at the individual, family, group, organizational, and community system levels; and</li> <li>7. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</li> </ol>

Competency & Description	Applied Behaviors of Social Workers
<p><b>3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b></p> <p>Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.</p>	<p>9. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and</p> <p>10. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.</p>
<p><b>4. Engage In Practice-informed Research and Research-informed Practice</b></p> <p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p>	<p>11. use practice experience and theory to inform scientific inquiry and research;</p> <p>12. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</p> <p>13. use and translate research evidence to inform and improve practice, policy, and service delivery.</p>
<p><b>5. Engage in Policy Practice</b></p> <p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>	<p>14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</p> <p>15. assess how social welfare and economic policies impact the delivery of and access to social services;</p> <p>16. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>

Competency & Description	Applied Behaviors of Social Workers
<p><b>6. Engage with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>	<p>17. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</p> <p>18. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>
<p><b>7. Assess Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>19. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</p> <p>20. 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;</p> <p>21. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</p> <p>22. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>

Competency & Description	Applied Behaviors of Social Workers
<p><b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</p>	<p>23. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <p>24. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <p>25. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>26. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p> <p>27. facilitate effective transitions and endings that advance mutually agreed-on goals.</p>
<p><b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p>	<p>28. select and use appropriate methods for evaluation of outcomes;</p> <p>29. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <p>30. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p> <p>31. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>