BSW: Table of Contents of Our Review

Chapter	*Section*	*Page*
Chapter 1 Texas State School of Social Work: Blazing a Trail		**Chapter 1: 1-8**
	The School's Journey	*1: 1*
	Context of Texas State	*1: 1-2*
	The Genesis of Social Work at Texas State	*1: 2-3*
	The School Approaches 2012 Reaffirmation	*1: 3-4*
	The Credo of Texas State School of Social Work	*1: 4-5*
	The Mission and Goals of the School	*1: 5-8*
Chapter 2 Building a Dynamic Explicit BSW Curriculum that Leads to Success		**Chapter 2: 1-21**
	Crafting a Learning Structure that Works	*2: 1-2*
	Our Liberal Arts Base	*2: 2-3*
	How We Define "Generalist"	*2: 3-4*
	The BSW Degree	*2: 4-6*
	BSW Degree Requirements	*2: 4*
	Phases of the BSW Program	*2: 4-5*
	BSW Course Sequence	*2: 5-6*
	BSW Courses in Review	*2: 6-8*
	Core Competencies and Practice Behaviors	*2: 8-16*
	Rationale for our Formal BSW Curriculum Design	*2: 16-21*
	Building the Foundation Curriculum	*2: 17-21*
Chapter 3 Professional Thinking, Identity, and Behavior Built on the Bedrock of Values, Ethics, and the Law		**Chapter 3: 1-8**
	Shaping a Value-Laden BSW Curriculum	*3: 1-2*
	Professional Identity	*3: 2-3*
	Faculty as Role Models	*3: 2-3*
	Class Content Shores Up Professional Identity	*3: 3*
	Personal Reflection and Self-Correction	*3: 3-4*
	Learning to Make Ethical Decisions	*3: 5-6*
	Professional Roles and Boundaries	*3: 7*
	Encouraging Critical Thinking	*3: 7-8*
	Advocating for Client Access to Services	*3: 8*
Chapter 4 Practicing in a Diverse Society While Enhancing Human Rights and Justice		**Chapter 4: 1-7**
	Building a Nondiscriminatory Explicit Curriculum	*4: 1-2*
	Context and Opportunities	*4: 2-3*

BSW: Table of Contents of Our Review

	Diverse Contextual Issues that Make Us Unique	*4: 3-4*
	The Link Between Culture and Power	*4: 5*
	Thinking of One's Self as a Learner	*4: 6*
	Advancing Human Rights and Social Justice	*4: 6-7*
Chapter 5 Weaving Research into BSW Curriculum and Practice		**Chapter 5: 1-5**
	Developing Research Leaders	*5: 1-2*
	Leaders Apply Research to Practice	*5: 2*
	Leaders Actually Do Research	*5: 3*
	Leaders Translate Research into Action	*5: 3-4*
	Our Base of Strength in Research	*5: 4-5*
Chapter 6 Piecing Together the Whole Picture: Human Behavior and the Social Environment		**Chapter 6: 1-6**
	How We Build Knowledge of Reciprocal Interactions	*6: 1*
	Overview of HBSE Courses	*6: 1-2*
	Social Systems and How They Affect Development	*6: 2-3*
	The Theoretical Base of HBSE	*6: 3-5*
	Looking at the Range of Social Systems	*6: 5-6*
	Understanding Social Systems	*6: 6*
Chapter 7 Policy: Shaping Services and Influencing Attitudes		**Chapter 7: 1-8**
	Crafting Leadership for Effective BSW Policy Practice	*7: 1-3*
	Knowing Where We Have Been	*7: 3-4*
	Understanding the Complexity of Policy	*7: 5*
	Analyzing Issues	*7: 5*
	Building Policy Practice Skills	*7: 6*
	Linking Policy and Values	*7: 6-7*
	Linking Policy and Delivery Systems	*7: 7-8*
Chapter 8 Context, Engagement, Assessment, Intervention, Evaluation: The Heart of Social Work Practice		**Chapter 8: 1-11**
	The Social Work Process from Beginning to End	*8: 1*
	Conceptualizing Social Work Practice Processes	*8: 1-2*
	Creating a Practice Sequence	*8: 2-3*
	Contexts that Shape Practice	*8: 3-5*
	Engagement, Assessment, Intervention, Evaluation	*8: 5-10*
	Empirical Knowledge and Technology	*8: 10-11*

BSW: Table of Contents of Our Review

- *Integrating Coursework and Field* 8: 11

Chapter 9 BSW Field Education: Making the Connection **Chapter 9: 1-8**

- *How Field Links Curriculum and Social Work Practice* 9: 1-2
- *Overview of BSW Field: the Signature Pedagogy* 9: 2-4
  - *Generalist Practice in Field* 9: 4
  - *Field Hours and Evaluation* 9: 4
- *Admitting BSW Students to Field* 9: 4
- *Policies and Procedures that Guide Field* 9: 4-8
  - *Selecting Field Settings* 9: 5
  - *Selecting Agency-Based Field Instructors* 9: 5
  - *Placing Students in Field* 9: 6
  - *Monitoring Field Placements* 9: 6
  - *Evaluating Field Placements* 9: 7
  - *Training and Dialogue* 9: 7
  - *Field Fair and Research Forum* 9: 8
  - *Using Field Instructors as School Curriculum Advisors* 9: 8
  - *Placement in the Student's Employing Agency* 9: 8

Chapter 10 Building a Diverse Learning Culture and Developing our BSW Students **Chapter 10: 1-13**

- *Professionals in Progress* 10: 1-3
- *Creating and Advising the Student Body* 10: 3
  - *Applying to the Major* 10: 3
  - *Reviewing the Application* 10: 3
  - *Notice of Acceptance or Denial* 10: 4
  - *Appeals* 10: 4
  - *Transfers* 10: 4
  - *The Make-Up of the BSW Student Body* 10: 4-5
  - *Advising Students* 10: 6
  - *Disability Services* 10: 6
  - *Other Services to Assist Students* 10: 6
  - *Retention* 10: 6
- *Appreciating and Accepting Diversity* 10: 7-10
  - *Selecting Field Agencies that Promote Diversity* 10: 7
  - *A Multi-Cultural Faculty and Staff* 10: 8
  - *Educational Strategies that Enhance Appreciation of Diversity* 10: 8 / 10: 9-10
- *Student Rights, Responsibilities, and Governance* 10: 10-13
  - *Ways to Participate in Governance* 10: 10-11
  - *Student Organizations* 10: 11
  - *Empowering Students* 10: 11-12

BSW: Table of Contents of Our Review

	Evaluation of Student Performance	*10: 12*
	Final Grade Appeals	*10: 12*
	Evaluation of Student Fitness and Performance	*10: 12-13*
Chapter 11 Faculty: Modeling Leadership in Professional Education		**Chapter 11: 1-13**
	Building on Our Human Strengths	*11: 1-2*
	Describing Our Core Faculty	*11: 2-8*
	Faculty Plan, Deliver, Refine BSW and MSW	*11: 8-9*
	Our Adjunct Faculty and Grant Specialists	*11: 9*
	Adequacy of Faculty-Student Ratio	*11: 9-10*
	Resources for Faculty	*11: 10-11*
	Teaching, Service, Scholarly Responsibilities	*11: 11-12*
	Faculty Workload	*11: 11*
	Scholarship	*11: 12*
	Service	*11: 12*
	Developing and Modeling Professional Behaviors and Values	*11: 13*
Chapter 12 Administering our BSW Program in a Climate of Change		**Chapter 12: 1-9**
	Maintaining our Focus Despite Distractions	*12: 1-3*
	Our Organizational Structure (Organizational Flow)	*12: 3*
	Autonomy	*12: 3*
	Overseeing the Curriculum	*12: 4-5*
	Making Personnel Decisions	*12: 5-6*
	Hiring Faculty	*12: 5*
	Evaluation	*12: 5*
	Tenure and Promotion	*12: 6*
	Leadership	*12: 6*
	School Director	*12: 6*
	BSW Coordinator	*12: 6-8*
	Assistant Field Coordinator	*12: 8-9*
	Field Coordinator	*12: 9*
Chapter 13 School Resources: Supporting the Mission		**Chapter 13: 1-14**
	Making the Most of What We've Got	*13: 1-2*
	Developing and Using the School's Budget	*13: 2-4*
	Table 1 School of Social Work Educational and General State Funding	
	Table 1A School of Social Work Educational And General State Funding—BSW Only—Estimate	
	Table 2 Title IVE/ACF	

BSW: Table of Contents of Our Review

Table 3 Grant Funding
Table 4 School of Social Work Student Support
Administrative Support 13: 4
Technological Support 13: 5
Library Support 13: 5-6
Classroom and Office Space 13: 6
Assistance for Students Who are Differently Abled 13: 7
PROGRAM EXPENSE BUDGET (CSWE form) 13: 8
LIBRARIAN'S REPORT (CSWE form) 13: 9-14
Chapter 14 How Texas State School of Social Work Investigates and Assures Its Quality **Chapter 14: 1-50**
Assessing and Improving our BSW Educational Enterprise: Leading the Way into the Future 14: 1-2
Our Assessment System 14: 2
Our Assessment Plan, Procedures, Measures, and Benchmarks: How We Assess and Attain BSW Competencies (Figure 14: 1) 14: 3
Table 14.1: BSW Assessment Plan Timeline and Data Points 14: 4
Procedures: Our Feedback Loop (Figure 14: 2) 14: 5-8
Table 14.2: BSW Primary Curriculum Location for Measurement in Course 14: 6
Figure 14: 3: Specific School Timeline Procedures 14: 7
Multiple Measurements 14: 8-9
Benchmarks 14: 9
Operationalizing Each Competency through Practice Behaviors 14: 9-14
Table 14.3: Competency Number 1: EP 2.1.1 14: 10
Table 14.4: Competency Number 2: EP 2.1.2 14: 10
Table 14.5: Competency Number 3: EP 2.1.3 14: 11
Table 14.6: Competency Number 4: EP 2.1.4 14: 11
Table 14.7: Competency Number 5: EP 2.1.5 14: 12
Table 14.8: Competency Number 6: EP 2.1.6 14: 12
Table 14.9: Competency Number 7: EP 2.1.7 14: 12
Table 14.10: Competency Number 8: EP 2.1.8 14: 13
Table 14.11: Competency Number 9: EP 2.1.9 14: 13
Table 14.12: Competency Number 10: EP 2.1.10 (a-d) 14: 14
How We Collect Analyze, and Assess Data to Change Explicit and Implicit Curricula 14: 15-18
Evidence of Data Collection and Data Use 14: 15
Data Use 14: 15-18

BSW: Table of Contents of Our Review

Table 14.13: Data Use Chart	*14: 16*
Refinements Resulting from Assessment	*14: 18-22*
Explicit Curriculum Changes	*14: 18*
Table 14.14: Explicit Curriculum Changes Based on Outcomes	*14: 19*
Table 14.15: Additional Explicit Curriculum Changes	*14: 20*
Implicit Curriculum Changes	*14: 21*
Table 14.16: Implicit Curriculum Changes Based on Outcomes	*14: 21*
Table 14. 17: Additional Implicit Curriculum Changes	*14: 22*
Informing Our Constituencies of Assessment	*14: 22*
How We Append Summary Data for Each Measure Used	*14: 23*
Appended Summary Data: Explicit Curriculum	*14: 23*
Competency 1	*14: 23-25*
Competency 2	*14: 25-27*
Competency 3	*14: 27-28*
Competency 4	*14: 28-31*
Competency 5	*14: 31-33*
Competency 6	*14: 34-35*
Competency 7	*14: 36*
Competency 8	*14: 37-38*
Competency 9	*14: 38-40*
Competency 10	*14: 41-45*
Appended Summary Data: Implicit Curriculum	*14: 46-50*