

CHAPTER 2: EXPLICIT CURRICULUM



**2011 College of Applied Arts
Awards Banquet**
**Top: Terry Pacheco (far left), Mary Jo
Garcia Biggs, Mary Tijerina, Angela
Ausbrooks (far right)**
Center left: Dave Henton and Amy Russell
**Others pictured are Social Work student
awardees, including Arnie Williams (top
left), named Outstanding Graduate
Student in College of Applied Arts**

Chapter
2

Building a Dynamic Explicit BSW Curriculum That Leads to Success

Crafting a Learning Structure that Works

“Education is not
the filling of a
pail, but the
lighting of a fire.”
--William Butler
Yeats

The School has crafted an explicit curriculum that is solid, like a well-built house. The skeleton or framing of the house—what holds it together—is our credo, mission, goals, competencies, and practice behaviors. The structural foundation is the liberal arts base upon which we build the BSW explicit curriculum. The rooms of the house are our major content areas: human behavior and social environment, policy, practice with clients and client groups, research, and field practicum. The power and plumbing and other common, integrated elements that make the house livable are materials on values, ethics, and the law; vulnerable populations; social and economic justice; human diversity. The furnishings of the house which give it character are our electives.



EDUCATIONAL POLICY 2.0. THE EXPLICIT CURRICULUM CONSTITUTES THE SCHOOL’S FORMAL EDUCATIONAL STRUCTURE AND INCLUDES THE COURSES AND THE CURRICULUM. THE SCHOOL’S CURRICULUM IS GROUNDED IN AND INFORMED BY THE LIBERAL ARTS, THE INTELLECTUAL BASIS FOR SOCIAL WORK CURRICULUM AND DESIGN. THE SCHOOL ACHIEVES ITS EXPLICIT CURRICULUM BY TEACHING COMPETENCIES THROUGH AN INTENTIONAL DESIGN THAT INCLUDES THE FOUNDATION OFFERED AT THE BACCALAUREATE LEVEL. THE BSW CURRICULUM PREPARES ITS GRADUATES FOR GENERALIST PRACTICE THROUGH MASTERY OF THE CORE COMPETENCIES.

- Accreditation Standard B2.** *The 10 core competencies are used to design the professional curriculum. The program:*
- B2.0.1** *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*
- B2.0.2** *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*

B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

B2.0.4 Provides a rationale for formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies

“When I first began teaching here, I didn’t have a broad perspective of the curriculum. Through this accreditation process, I now have a clear understanding of our whole curriculum and how each course builds on another. Faculty have talked a lot about curriculum and competencies and standards of excellence.”
--Dr. Christine Norton



EDUCATIONAL POLICY B2.2. GENERALIST PRACTICE IS GROUNDED IN THE LIBERAL ARTS AND THE PERSON AND ENVIRONMENT CONSTRUCT. TO PROMOTE HUMAN AND SOCIAL WELL-BEING, GENERALIST PRACTITIONERS USE A RANGE OF PREVENTION AND INTERVENTION METHODS IN THEIR PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES. THE GENERALIST PRACTITIONER IDENTIFIES WITH THE SOCIAL WORK PROFESSION AND APPLIES ETHICAL PRINCIPLES AND CRITICAL THINKING IN PRACTICE. GENERALIST PRACTITIONERS INCORPORATE DIVERSITY IN THEIR PRACTICE AND ADVOCATE FOR HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE. THEY RECOGNIZE, SUPPORT, AND BUILD ON THE STRENGTHS AND RESILIENCY OF ALL HUMAN BEINGS. THEY ENGAGE IN RESEARCH-INFORMED PRACTICE AND ARE PROACTIVE IN RESPONDING TO THE IMPACT OF CONTEXT ON PROFESSIONAL PRACTICE. BSW PRACTICE INCORPORATES ALL OF THE CORE COMPETENCIES.

Our Liberal Arts Base

Since early in human history, liberal education has been honored as the basis for wisdom. We define liberal arts as that study which liberates the mind to pursue truth, wisdom, and creativity. Liberal arts education typically includes:

- physical sciences (biology, physics, chemistry, ecology);
- social and behavioral sciences (economics, sociology, psychology);
- ethnographic studies (history, government, political and legal studies);
- languages (English and other languages, semantics, mathematics, computer science); and
- speculative studies (philosophy, religion).

These studies, liberal arts advocates assert, give students greater capacity to adapt, greater ability to synthesize disparate ideas, more ease in grasping complex concepts. Consequently, the learner develops better skills at organizing, planning, making decisions, being creative, and using logic—all of which contribute to broader interpersonal and leadership skills.

Liberal arts moves social work education from providing only knowledge, to providing knowledge while increasing vision and instinct. It opens the doors of our minds. To ensure that BSW students have a liberal arts perspective:

- We require majors to have a general education curriculum, which entails two years of liberal arts courses.
- We require majors to complete additional “supportive social sciences” by the time the student applies for field.
- Faculty include liberal arts content in social work courses, such as:
 - ⇒ HBSE courses incorporate biology, psychology, sociology.
 - ⇒ Research courses weave in philosophy and logic.
 - ⇒ Policy courses are informed by history, economics, political science.

- ⇒ Practice courses draw from communication and behavioral sciences.
- ⇒ All our courses weave in values, ethics, diversity, social justice.

Several of our
faculty have gone
through
University Multi-
Cultural Training
and have
transformed
courses into
multi-cultural
format.

How We Define “Generalist”

Generalist social work is both a framework and a process that improves client and client group social functioning by preventing problems and finding solutions. These are no easy tasks in 21st century society, where homeland security overrides homeland compassion, and public funds for infrastructure trumps public funds for those with mental illness. Baccalaureate social workers are increasingly assuming responsibilities for delivering social services, particularly in rural communities and urban ethnic enclaves. Our BSW graduates need a firm generalist knowledge that they can apply in all sorts of service arenas with different client groups across the spectrum of human diversity. This is entirely consistent with our School mission of preparing students to work with the most vulnerable populations, those typically served by public agencies and monies.

Effective generalist practitioners:

- ⇒ Think well, examine alternatives, and make timely, wise, decisions of integrity that incorporate professional ethics, values, and the law
- ⇒ Understand social systems and grasp life cycle development
- ⇒ Appreciate human diversity and center on strengths while working to build justice, tolerance, respect for others, and honor for human rights
- ⇒ Use clear, accurate, meaningful verbal and nonverbal communication (such as active listening, interviewing, summarizing, writing, persuading, facilitating groups, speaking to the public, and testifying)
- ⇒ Craft a “professional self” and build effective human relationships that are disciplined by professional boundaries
- ⇒ Are comfortable dealing with systems of various sizes while focusing on the interface between people and environment
- ⇒ Create helpful resources and networks and link people to resources
- ⇒ Investigate issues, collecting and assessing data about problems, defining relevant issues and using a holistic framework that highlights the person-in-environment and the systems affecting interactions
- ⇒ Read and use research appropriately, basing solutions and micro, mezzo, and macro interventions on accepted theory and research
- ⇒ Monitor and evaluate progress toward intervention goals
- ⇒ Use supervision wisely and assess their own practice
- ⇒ Are accountable for their practice by keeping accurate, timely documentation and communicating well with clients and client groups, colleagues, supervisors, community members, and agency leaders
- ⇒ Understand how policy effects services, working to make policy more practical and humane

- ⇒ Know and abide by laws relevant to social work and to practice
- ⇒ Function as a positive citizen of the employing organization

Here are a few examples of how we implement the BSW generalist framework.

- ◆ We introduce students to the concept of generalist practice in our pre-professional courses, **SOWK 1350 Introduction** and **SOWK 2375 Social Services in the Community**.
- ◆ We define generalist practice in the BSW Handbook and discuss it with new social work majors in the BSW Success Orientation.
- ◆ In **SOWK 3420**, the first undergraduate practice course, students focus on how micro and mezzo practice fit the definition of generalist social work.
- ◆ In **SOWK 3425 Practice II**, undergraduate students use textbooks that emphasize honing and applying generalist skills to their community intervention projects.
- ◆ The 500-hour BSW field curriculum (**SOWK 4645-4650**) places students in generalist practice settings.

Generalist social workers have a broad range of knowledge and skills to master. We have designed our BSW curriculum so that students can capture this material in ways that are entirely consistent with our Mission and Goals.

The BSW Degree

Our BSW degree plan requires a minimum of 126 semester hours, including the University's core curriculum, supportive social science courses, and social work courses. The School's designated staff Social Work Advisor assists students with the process of outlining and following their degree plan from start to finish.

BSW Degree Requirements

The BSW degree requires 46 semester hours of general education courses, 12 hours of supportive Social Sciences, 14 hours of foreign language and 54 hours in Social Work, totaling at least 126 hours to complete the degree. The BSW does not require a minor. The core curriculum at Texas State includes:

- A 1-hour optional freshman common integrative University seminar
- 9 hours of freshman English and communication
- 3-4 hours of math
- 7-8 hours of natural sciences, but the School accepts only biology
- 6 hours of humanities (Philosophy, English literature)
- 3 hours of visual and performing arts (Art, Dance, Music, Theatre)
- 6 hours of U.S. history
- 6 hours of Political Science
- 3 hours of social and behavioral sciences (the School accepts Psychology)
- 2 hours of Texas State Component (Physical Fitness and Wellness)

Some courses are designated as Writing Intensive: at least 65% of the course grade is based on written assignments, with one extended written piece.

Phases of the BSW Program

The BSW program involves three phases. **Phase I** is the pre-Social Work Major phase, in which students may declare a pre-social work major and enroll in SOWK 1350 Introduction to Social Work, SOWK 2375 Social Service and the Community, and any social work electives.

Students in SOWK 4425 Practice III engage in a "Multi-cultural Inquiry" assignment in which they interview someone different from them. Students learn fascinating information about different cultures.

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Prior to applying for admission to **Phase II** of the Social Work Major, the student must have completed or be completing Phase I requirements, with a minimum 2.50 GPA overall and a 2.75 GPA in Social Work courses and supportive social science courses, with no grade lower than “C”. The student must have completed at least 45 semester hours to include the following:

BIO 1320	Modern Biology I
BIO 1421	Modern Biology II
COMM 1310	Fundamentals of Speech
ENG 1310	College Writing I
ENG 1320	College Writing II
HIST 1310	History of the U.S. to 1877
HIST 1320	History of the U.S., 1877 to Date
University Seminar 1100	Freshman Seminar
MATH 1315 or MATH 1319	College Algebra Mathematics for Business and Economics
PHIL 1305 or PHIL 1320	Introduction to Philosophy, or Ethics and Society
SOWK 1350	Introduction to Social Work
SOWK 2375	Social Services in the Community

Dan, one of our BSW students who recently graduated, was a talented young man. He and his twin brother had been heavily involved in drugs during their adolescent years. Then Dan saw his brother overdose and die. It was a shocking wake-up call for Dan, who got straight and got committed to a different life style. He became an outspoken advocate for drug rehabilitation services.

When pre-majors have completed all these criteria, they may formally apply for the Social Work Major, either during spring for the following fall semester, or in fall for the following spring semester. **Phase III** is Field Practice, for which students must formally apply when they have completed all other course work.

BSW Course Sequence

<i>FRESHMAN YEAR, First Semester</i>		<i>FRESHMAN YEAR, Second Semester</i>	
ENG 1310	3 hours	ENG 1320	3 hours
US 1100	3 hours	HIST 1320	3 hours
COMM 1310	1 hour	MATH 1315 or 1319	3 hours
HIST 1310	3 hours	PFW ¹	1 hour
*PSY 1300	3 hours	PHIL 1305 or 1320	3 hours
SOWK 1350 Introduction	3 hours	*SOCI 1310	3 hours
	Total: 16		Total: 16

<i>SOPHOMORE YEAR, First Semester</i>		<i>SOPHOMORE YEAR, Second Semester</i>	
BIO 1320	3 hours	BIO 1421	4 hours
Fine Arts 2313 ⁴	3 hours	SOWK Elective ⁵	3 hours
POSI 2310	3 hours	*HP 3302(Biostatistics)	3 hours
PFW ¹	1 hour	Modern Language 1410	4 hours
English Literature ²	3 hours	POSI 2320	3 hours
SOWK 2375 Social Service and Community	3 hours		
	Total: 16		Total: 17

<i>JUNIOR YEAR, First Semester</i>		<i>JUNIOR YEAR, Second Semester</i>	
Modern Language 1420 ³	4 hours	Modern Language 2310 ³	3 hours
*PSY 4322	3 hours	*ENG 3303 or 3304	3 hours
@SOWK4310 Diversity and Social Justice	3 hours	@SOWK 3305 HBSE I	3 hours
SOWK Elective	3 hours	@SOWK 3340 Research	3 hours
@SOWK 3420 Practice I (w/lab)	4 hours	@SOWK 3425 Practice II (w/lab)	4 hours

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	Total: 17		Total: 16
<i>SENIOR YEAR, Fall Semester</i>		<i>SENIOR YEAR, Spring Semester</i>	
Modern Language 2320 ³	3 hours	<i>@SOWK 4645 Field Practice I</i>	6 hours
<i>SOWK 4355 Policy Practice</i>	3 hours	<i>@SOWK 4650 Field Practice II</i>	6 hours
<i>@SOWK 4356 Professionalism</i>	3 hours		
<i>@SOWK 4305 HBSE II</i>	3 hours		
<i>@SOWK 4425 Practice III</i>	4 hours		
	Total: 16		Total: 12

Dr. Anne Deepak often teaches BSW students diversity and social justice, HBSE, and community practice. She was awarded the Feminist Scholarship Award by the CSWE Women's Council in October 2011 for her paper on postcolonial feminist theory.

¹Two courses from Physical Fitness and Wellness 1101-1139, 1150-1164, 1166-1225 or select one course from list and one may be taken from PFW 1140, PFW 1149, PFW 1165, and Music 1111C, MU 2111C, MU 3111C, or MU 4111C.

²Select from English 2310,2320,2330,2340,2359, or 2360.

³Discuss with Social Work Advisor before enrolling.

⁴Select from ART 2313, DAN 2313, MU 2313, or TH 2313.

⁵Select Social Work Electives from: SOWK 2320, 3312, 3350, 3339, 4315, 4318, and 4320.

**Supportive Social Science and all Major (SOWK) courses must be passed with a grade of "C" or better.*

Courses in **Bold** indicate prerequisites.

@Designated SOWK major courses. Must see advisor for course approval prior to registration.

Note: Any student who did not complete one year of general computer science (literacy) course in high school is required to take HP 2351 or its equivalent.

BSW Courses in Review

All our BSW courses have master syllabi, which faculty follow. Therefore, the syllabus for each course has the same learning goals, primary textbook(s), identified assignments to measure School competencies and practice behaviors, and material about such items as plagiarism, disability services, and other University issues. Following are the BSW courses. Unless identified as an elective, all courses are required major courses.

1350 Introduction to Social Work. *(Required to apply to the major)* This survey course includes the nature, function, and various types of social work practice, acquainting the student with professional history, scope, and values.

2320 Love and Relationships. *(Elective)* This course explores attraction, friendship, love, and human sexuality, and ways to enhance relationships.

2375 Social Services in the Community. *(Required to apply to the major)* This course introduces social service organizations and policies. Students work 50 hours as supervised volunteers in selected social service agencies.

3305 Seminar in Human Behavior and Social Environment I. *(Writing Intensive).* This course provides an overview of human functioning in the environment by studying eco-systems and developmental frameworks, building knowledge needed to practice with task groups, organizations, and communities. Prerequisites: Official Social Work major, BIO 1320, BIO 1421and ECO 2301 or consent of instructor.

3312 Alcoholism and Chemical Dependence. *(Elective)* This course focuses on the dynamics and treatment of addiction and alcohol abuse.

3339 Selected Topics in Social Work. (*Elective*) Students study relevant social work topics, such as social work in prisons, in depth. With different emphases, it may be repeated for credit.

3340 Social Work Research. This course builds foundation scientific research skills in critical thinking, knowledge of program and practice evaluation, and a philosophy of generalist social work practice. Prerequisites: SOWK 1350, 2375, and HP 3302 or PSY 3301 or SOCI 3307, official social work major.

3350 Connecting Policy and Practice. (*Elective as of 2012*) This course examines social, political, and economic factors around developing and implementing social policy, focusing on issues such as case management and practice with involuntary clients in agencies. Prerequisite: SOWK 3420 or concurrent enrollment.

3420 Social Work Practice I. (*Writing Intensive*) Students learn generalist theory and methods of work with individuals, families, and groups, including introductory data collection, assessment, intervention planning, and evaluation. Prerequisites: Official Social Work major, junior standing, instructor's consent.

3425 Social Work Practice II. (*Writing Intensive*) Students learn generalist social work practice with task groups, organizations, and communities, examining data collection, assessment, intervention, planning, implementation, and evaluation. Students develop and implement a community-based project. Prerequisites: SOWK 3420 and consent of instructor.

4305 Seminar in Human Behavior and Social Environment II. (*Writing Intensive*) This course focuses on how individuals, families, and small groups function in environments, using the bio-psychosocial perspective, and expanding on eco-systems and developmental frameworks. Prerequisites: Official Social Work major, BIO 1320, BIO 1421, PSY 4322, and SOWK 1350 or consent of instructor.

4310 Diversity and Social Justice. Students explore social work with diverse groups focusing on knowledge and skills for effective, ethical, culturally-competent practice. Prerequisites: SOWK 1350 or instructor's consent.

4315 Child Welfare. (*Elective*) This course analyzes child welfare services for abused and neglected children in their homes, in substitute care, and through the community, emphasizing social work intervention.

4318 Social Work and Health Care. (*Elective*) Students learn a generalist view of social work practice in mental health and public health, considering health problems and how to build and deliver effective interventions.

4320 Social Work with Older Adults. (*Elective*) This course introduces students to contemporary social problems, values, and issues affecting older adults and effective, ethical interventions and service systems.

One BSW student wrote: "My social work professors at Texas State are always encouraging. I've learned a lot from them, and from my fellow students."

4355 Policy Practice. Students learn about social policy and legislation and the processes of influencing public policy, linking policy with a broad range of service areas. Prerequisites: SOWK 1350 and 2375 or consent of instructor.

4356 Professionalism in Social Work. This course builds skills in self-presentation, in taking responsibility for personal and professional growth, in learning professional behaviors in organizations, and in presenting court testimony. Prerequisite: SOWK 3425 or permission of instructor.

4360 Directed Study in Social Work. (*Elective*) This one-semester course highlights individualized reading, independent projects, and guided instruction. It is offered to superior students by professor's invitation and with consent of the BSW Coordinator. This course may not be repeated for credit.

4425 Social Work Practice III. (*Writing Intensive*) This course emphasizes interpersonal and communication skills for ethical generalist practice. Students translate theory into helping behaviors through practice and feedback to learn skills for beginning field placement. Prerequisites: SOWK 3340, 3420, 3425, official social work major, senior standing, or consent of instructor.

4645 Beginning Field Practice in Social Work. (*Writing Intensive*) Students engage in generalist social work in agencies, supervised by degreed social workers and the field coordinator. Students work a minimum of 270 clock hours, attend seminars, and complete assignments. Prerequisites: Completion of all Phase II course requirements, and application to field coordinator.

4650 Advanced Field Practice in Social Work. (*Writing Intensive*) This undergraduate course extends SOWK 4645, with students working under supervision in generalist agencies for a minimum of 270 clock hours, attending seminars and completing assignments. Prerequisites: Completion of all Phase II course requirements, and application to field coordinator.

After completing the BSW degree and applying to the state, the BSW graduate is qualified to sit for the Association of Social Work Board's Baccalaureate Test to achieve the LBSW license. (In Texas, social work practice is regulated by a title-protection act). The graduate is also ready to begin generalist social work practice or to apply for graduate studies.

Texas State students may also choose to minor in social work. A minor requires 18 semester hours, including SOWK 1350, 2375, 4355, plus 9 semester hours of social work electives (excluding SOWK 3305, 3340, 3425, 3350, 4305, 4356, 4425, 4645, 4650). The minor gives students a framework to understand social conditions, problems, and values, but it does not prepare them for professional social work practice or for licensure as a social worker.

Core Competencies and Practice Behaviors

The Texas State BSW degree is based on ten competencies and forty-one practice behaviors (what faculty refer to as the 10-41). We have identified

Pat, a BSW student has been blind from birth. She receives a great deal of help from the Office of Disability Services. Pat rarely mentions her blindness; her attitude is positive about her future. She wants to work with people who have disabilities.

knowledge areas students must know to achieve the competencies, the BSW practice behaviors we look for to establish competency, and how we measure those competencies through specific assignments in designated courses. These elements constitute our definition of the competency and practice behavior.

COMPETENCY 2.1.1 IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY

Overarching Practice Behaviors Related to Competency 2.1.1:

- ⇒ Advocate for client access to services
- ⇒ Personal reflection and self-correction for professional development
- ⇒ Attend to professional roles and boundaries
- ⇒ Demonstrate professional demeanor
- ⇒ Engage in career-long learning
- ⇒ Use supervision and consultation

<i>Examples of Generalist Knowledge that operationalizes 2.1.1</i>	<i>Examples of Practice Behaviors which further exhibit 2.1.1</i>	<i>Examples of Measures used to incorporate 2.1.1</i>
--Social work ethical standards, codes of conduct, regulatory laws --Professionalism: Conduct and roles --Cultural competence: ethnicity and characteristics of each; role of culture in development, behavior, decision-making; psychosocial functioning --Organizations: public, non-profit, bureaucracies --Role of supervisor; using supervisor, advisor for information, guidance, decision-making	--Articulate social work values as identified in NASW Code of Ethics, and Code of Conduct of Texas State Board of Social Worker Examiners as required for social work practice --Identify boundary issues and deal with them ethically --Understand key factors in using supervision --Evaluate personal and professional growth, participate appropriately in supervision, demonstrate commitment to professional development	-- SOWK 1350 Introduction: Interview Professional Social Worker (80% of students complete with score of 80% as measured by instructor) -- SOWK 4356 Professionalism: Portfolio Paper (80% of students complete with score of 80% as measured by instructor) -- SOWK 4645 Beginning Field: Agency Paper (80% of students complete with score of 80% as measured by instructor) -- SOWK 4650 Advanced Field: Psychosocial Assessment (80% of students complete with score of 80% as measured by instructor)

COMPETENCY 2.1.2 APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE

Overarching Practice Behaviors Related to Competency 2.1.2:

- ⇒ Recognize and manage personal values to allow professional values to guide practice

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- ⇒ Make ethical decisions by applying NASW Code of Ethics (if applicable, AFSW/IASSW ethical principles)
- ⇒ Tolerate ambiguity in resolving ethical dilemmas
- ⇒ Apply strategies of ethical reasoning to arrive at principled decisions

<i>Examples of Generalist Knowledge that operationalizes 2.1.2</i>	<i>Examples of Practice Behaviors which further exhibit 2.1.2</i>	<i>Examples of Measures used to incorporate 2.1.2</i>
<p>--Self-knowledge: self-reflection and self-awareness</p> <p>--Personal values and how they affect practice: know how to minimize imposing personal values on clients</p> <p>--Ethical dilemmas: how to address and resolve them</p>	<p>--Apply principals of ethical practice as covered in NASW Code of Ethics and Texas social work regulatory law in case analysis and simulated situations</p> <p>--Demonstrate understanding of how values and ethics, and commitment to 1) diversity, 2) populations-at-risk, 3) social and economic justice apply to micro and macro practice and to policy</p> <p>--Exhibit responsibility for personal action guided by social work values and ethics, as articulated in NASW Code and in Texas Code of Conduct</p>	<p>--SOWK 4356 Professionalism: Law and Ethics Paper (80% of students complete with score of 80% as measured by instructor)</p> <p>--SOWK 4645 Beginning Field: Ethics Paper (80% of students complete with score of 80% as measured by instructor)</p>

COMPETENCY 2.1.3 APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS

Overarching Practice Behaviors Related to Competency 2.1.3:

- ⇒ Draw on multiple sources of knowledge
- ⇒ Analyze models of assessment, prevention, intervention, and evaluation
- ⇒ Demonstrate effective oral and written communication

<i>Examples of Generalist Knowledge that operationalizes 2.1.3</i>	<i>Examples of Practice Behaviors which further exhibit 2.1.3</i>	<i>Examples of Measures used to incorporate 2.1.3</i>
<p>--Knowledge of resources (research, theories, supervisors, course content) that can be used to assess client issues, develop appropriate interventions, evaluate efficacy of practice</p> <p>--Formal and technical communication formats</p>	<p>--Think critically and creatively about social work knowledge and additional knowledge about client systems (including diverse, marginalized, vulnerable populations)</p> <p>--Assess the scientific merit, strengths, weaknesses, values, and ethics of empirically based knowledge that social workers can use with various client systems</p> <p>--Use knowledge from empirical research in critically examining social issues</p>	<p>--SOWK 3340 Research Research Design Presentation (80% of students complete with score of 80% as measured by instructor)</p>

COMPETENCY 2.1.4 ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Overarching Practice Behaviors Related to Competency 2.1.4:

- ⇒ Recognize how a culture's structure and values affect privilege and power
- ⇒ Gain self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- ⇒ Recognize and communicate understanding of the importance of difference in shaping life experiences
- ⇒ View selves as learners and engage those with whom they work as informants

<i>Examples of Generalist Knowledge that operationalizes 2.1.4</i>	<i>Examples of Practice Behaviors which further exhibit 2.1.4</i>	<i>Examples of Measures used to incorporate 2.1.4</i>
--Knowledge of cultural competence	--Recognize and address prejudice based on gender, age, ethnicity, sexual orientation, etc.	--SOWK 3305 HBSE I Research Paper (80% of students complete with score of 80% as measured by instructor)
--Knowledge of continuing education and its role in personal and professional development	--Challenge personal responses to people's cultures and backgrounds; develop awareness of vulnerable populations to refine assessment and practice skills while embracing diversity	--SOWK 4305 HBSE II Autobiography and Ethnography (80% of students complete with score of 80% as measured by instructor)

COMPETENCY 2.1.5 ADVANCE HUMAN RIGHTS AND SOCIAL ECONOMIC JUSTICE

Overarching Practice Behaviors Related to Competency 2.1.5:

- ⇒ Understand the forms and mechanism of oppression and discrimination
- ⇒ Advocate for human rights and social and economic justice
- ⇒ Engage in practices that advance social and economic justice

<i>Examples of Generalist Knowledge that operationalizes 2.1.5</i>	<i>Examples of Practice Behaviors which further exhibit 2.1.5</i>	<i>Examples of Measures used to incorporate 2.1.5</i>
--Advocacy for individual client rights and social work practice	--Recognize and address prejudice	--SOWK 3350 Connecting Policy and Practice Poverty Case Study; Group presentation on social service policy (80% of students)
--Social and economic justice issues	--Explain discrimination, social stigma and social justice	
	--Describe the interdependence of social policy and professional practice	
	--Describe effects of social policy on oppressed populations and services for them; assess internal and external barriers to help for involuntary clients and	

facing clients	develop strategies for reducing barriers --Describe techniques of advocacy on behalf of marginalized clients with agencies and communities	<i>complete with score of 80% as measured by instructor)</i>
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COMPETENCY 2.1.6 ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH

Overarching Practice Behaviors Related to Competency 2.1.6:

- ⇒ Use practice experiences to inform scientific inquiry
- ⇒ Use research evidence to inform practice

<i>Examples of Generalist Knowledge that operationalize 2.1.6</i>	<i>Examples of Practice Behaviors which further exhibit 2.1.6</i>	<i>Examples of Measures used to incorporate 2.1.6</i>
--Knowledge of research as a tool to determine practice efficacy, and to conduct research on clients and organizations	--Assemble relevant information guided by social work principles and methods; convert knowledge into practical, measurable interventions; evaluate those interventions --Demonstrate proficiency in using and applying research content that will contribute to continued learning and professional growth after completing the program	-- SOWK 3340 Research Research Design Presentation (80% of students complete with score of 80% as measured by instructor) -- SOWK 3325 Practice II Evaluation of Macro Project (80% of students complete with score of 80% as measured by instructor) -- SOWK 4650 Advance Field Practice Evaluation of Macro Project (80% of students complete with score of 80% as measured by instructor)

COMPETENCY 2.1.7 APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

Overarching Practice Behaviors Related to Competency 2.1.7:

- ⇒ Use conceptual frameworks to guide assessment, intervention, evaluation
- ⇒ Critique and apply knowledge to understand person and environment

<i>Examples of Generalist Knowledge that operationalize 2.1.7</i>	<i>Examples of Practice Behaviors which further exhibit 2.1.7</i>	<i>Examples of Measures used to incorporate 2.1.7</i>
--Human development through life span --Bio-psycho-	--Understands and applies human development knowledge to assessment, using a bio-psycho-social-spiritual framework --Explains, assesses, and appreciates human	-- SOWK 3305 HBSE I Research Paper (80% of students complete with score of 80% as measured by

social dimensions of functioning and their effects on development throughout life (micro and macro perspectives)	diversity; articulates, applies principles of social justice --Applies systems, ecological, bio-psycho-socio-spiritual developmental perspectives, within the context of values and societal oppression, to assessing strengths and challenges in client micro and mezzo case situations	<i>instructor</i> --SOWK 4305 HBSE II Autobiography and Ethnography (80% of students complete with score of 80% as measured by instructor)
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COMPETENCY 2.1.8 ENGAGE IN POLICY PRACTICE TO ADVANCE WELL-BEING AND DELIVER SERVICES

Overarching Practice Behaviors Related to Competency 2.1.8:

- ⇒ Analyze, formulate, advocate for policies that advance social well-being
- ⇒ Collaborate with colleagues and clients for effective policy action

<i>Examples of Generalist Knowledge that operationalize 2.1.8</i>	<i>Examples of Practice Behaviors which further exhibit 2.1.8</i>	<i>Examples of Measures used to incorporate 2.1.8</i>
--Social work practice and organizational policies, and their impact on clients and groups and organizations	--Demonstrate awareness of how major U.S. social welfare programs are developed and implemented --Articulate and defend coherent positions on issues --Understand legislative processes --Identify, evaluate resources and techniques to create effective policy changes; describe advocacy techniques	--SOWK 4355 Policy Practice Analysis and Presentation (80% of students complete with score of 80% as measured by instructor)

COMPETENCY 2.1.9 RESPOND TO CONTEXTS THAT SHAPE PRACTICE

Practice Behaviors Related to Competency 2.1.9:

- ⇒ Discover, appraise, and attend to changing contexts to provide relevant services
- ⇒ Provide leadership in promoting changes in service delivery and practice to improve service quality

<i>Examples of Generalist Knowledge that operationalize 2.1.9</i>	<i>Examples of Practice Behaviors which further exhibit 2.1.9</i>	<i>Examples of Measures used to incorporate 2.1.9</i>
--Importance of	--Assess relationship between community organization	--SOWK

intra-organizational advocacy for clients and social work practice	<p>and societal attitudes toward diverse populations</p> <p>--Analyze macro practice, attending values, ethics, law</p> <p>--Conduct community assessment for a project relating to children and families, attending to 1) community strengths and weaknesses, 2) intervention strategies and 3) beneficiaries of intervention</p> <p>--Propose and implement a community intervention that will benefit vulnerable children and families; write a report on project, goals, strategy, tactics (with timeline, evaluation, and termination or transfer)</p>	<p>3425 Practice II Community Macro Project Plan and Presentation (80% of students complete with score of 80% as measured by instructor)</p>
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COMPETENCY 2.1.10A ENGAGEMENT

Overarching Practice Behaviors Related to Competency 2.1.10a:

- ⇒ Substantively and affectively prepare for action at all levels of practice
- ⇒ Use empathy and other interpersonal skills
- ⇒ Develop a mutually agreed-on focus and desired outcomes

<i>Examples of Generalist Knowledge that operationalize 2.1.10a</i>	<i>Examples of Practice Behaviors which further exhibit 2.1.10a</i>	<i>Examples of Measures used to incorporate 2.1.10a</i>
<p>--Process of client engagement, intervention, and evaluation in improving maladaptive functioning</p>	<p>--Articulate generalist knowledge base including practice theories and helping process</p> <p>--Practice with respect, knowledge, and skills related to client's diverse contextual factors (disability, family structure, etc.)</p> <p>--Display communication skills which engage client or group; and which explore and define the problem, establish goals, initiate action, evaluate results, terminate work</p> <p>--Recognize the relationship between theory, knowledge, and practice</p>	<p>--SOWK 3420 Practice I Social History (80% of students complete with score of 80% as measured by instructor)</p> <p>--SOWK 4425 Practice III Video Labs (80% of students complete with score of 80% as measured by instructor)</p> <p>--SOWK 4645 Beginning Field Agency Report (80% of students complete with score of 80% as measured by instructor)</p> <p>--SOWK 4650 Advanced Field Process Recording (80% of students complete with score of 80% as measured by instructor)</p>

COMPETENCY 2.1.10B ASSESSMENT

Overarching Practice Behaviors Related to Competency 2.1.10b:

- ⇒ Collect, organize, interpret client data
- ⇒ Assess client strengths and limitations
- ⇒ Develop mutually agree-on intervention goals and objectives
- ⇒ Select appropriate intervention strategies

<i>Examples of Generalist Knowledge that operationalize 2.1.10b</i>	<i>Examples of Practice Behaviors which further exhibit 2.1.10b</i>	<i>Examples of Measures used to incorporate 2.1.10b</i>
--Process to conduct comprehensive client and client group assessments	--Identify problems, collect data, complete assessments, develop case plans, conduct case reviews, engage in case management, and evaluate interventions --Strategize to develop practice skills and interventions that demonstrate sensitivity to client diversity, particularly clients who are vulnerable	-- SOWK 3420 Practice I Case Analyses and Social History (80% of students complete with score of 80% as measured by instructor) -- SOWK 4425 Practice III Labs and Psychosocial Assessment (80% of students complete with score of 80% as measured by instructor) -- SOWK 4645 Beginning Field SOAP Note (80% of students complete with score of 80% as measured by instructor) -- SOWK 4650 Advanced Field Psychosocial Assessment (80% of students complete with score of 80% as measured by instructor)

COMPETENCY 2.1.10C INTERVENTION ASSESSMENT

Overarching Practice Behaviors Related to Competency 2.1.10b:

- ⇒ Initiate actions to achieve organizational goals
- ⇒ Implement prevention intervention that enhances client capacities
- ⇒ Help clients resolve problems
- ⇒ Negotiate, mediate, and advocate for clients
- ⇒ Facilitate transitions and endings

<i>Examples of Generalist Knowledge that operationalize 2.1.10c</i>	<i>Examples of Practice Behaviors which further exhibit 2.1.10c</i>	<i>Examples of Measures used to incorporate 2.1.10c</i>
--Practice interventions __Selecting appropriate intervention to address	--Participate in structured group experiences with multicultural populations and selected topics	-- SOWK 3420 Practice I Case Analyses and Social History (80% of students complete with score of 80% as measured by instructor) -- SOWK 4425 Practice III Labs and Psychosocial Assessment (80% of students complete with score of 80% as measured by

specific client issues	--Analyze and intervene in problems using solution-focused techniques, applications that highlight strengths, systems theory, and ecological perspectives	<i>instructor)</i> --SOWK 4645 Beginning Field SOAP Note (80% of students complete with score of 80% as measured by instructor) --SOWK 4650 Advanced Field Process Recording (80% of students complete with score of 80% as measured by instructor)
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COMPETENCY 2.1.10D EVALUATION

Overarching Practice Behaviors Related to Competency 2.1.10d:

⇒ Critically analyze, monitor, and evaluate intervention

<i>Examples of Generalist Knowledge that operationalize 2.1.10d</i>	<i>Examples of Practice Behaviors which further exhibit 2.1.10d</i>	<i>Examples of Measures used to incorporate 2.1.10d</i>
--Process of conducting client and practice evaluations	--Display engaging communication skills which explore and define the problem, establish goals, initiate action, evaluate results, terminate work --Use research concepts to plan and evaluate services and interventions	--SOWK 4425 Practice III Labs and Psychosocial Assessment (80% of students complete with score of 80% as measured by instructor) --SOWK 4645 Beginning Field SOAP Note (80% of students complete with score of 80% as measured by instructor) --SOWK 4650 Advanced Field Process Recording (80% of students complete with score of 80% as measured by instructor)

Rationale for our Formal BSW Curriculum Design

Our BSW students take a variety of supportive courses that build a base of liberal arts knowledge upon which students can structure their social work learning. These courses include:

- ✘ Economics of Contemporary Issues (Economics 2301)
- ✘ Biostatistics (Health Professions 3302)
- ✘ Introduction to Public Administration (Political Science 3316) or Public Policy Formulation (Political Science 4322)
- ✘ Introduction to Psychology (Psychology 1300)
- ✘ Brain and Behavior (Psychology 4322)

✘ Introduction to Sociology (Sociology 1310)

Building the Foundation Curriculum

The BSW generalist curriculum is built on eight strong foundation pillars of knowledge, values, and skills which are generally accepted in social work education. We adapt our teaching to incorporate real-world learning that emerges from the diverse and changing demographic and social context of our University. The foundation pillars of our curriculum which form the rationale of our BSW curriculum follow.

Dr. Betsy Wisner
said: “My
research
interests—
meditation and
mindfulness,
spirituality and
religion, equine
therapy—are not
mainstream and
can be
controversial.
But I’ve never
felt marginalized
at Texas State.
My School
colleagues and
leaders encourage
me. The School
has supported
me in traveling to
present my work.
It’s been great.”

1. Integrity Built on Values, Ethics, and Law

We emphasize integrity by weaving values, ethics, and law into every course in the curriculum. Students learn to distinguish between values, ethics, and legal mandates, and we push them to apply these concepts to case situations. Field students include values and ethics in their learning objectives and do a paper on an ethical dilemma they have experienced in field. Here are examples of how we cover this material in classes

- ◆ **SOWK 1350 Introduction to Social Work** and **SOWK 2375 Social Services in the Community** are both pre-major courses aimed at interesting undergraduates in the profession and helping them decide if social work is the career for them. Students in these courses learn social work’s core values, ethical underpinnings, and legal base; grasping these elements is crucial for students to learn to make responsible decisions.
- ◆ Once a student becomes a social work major, his/her first course is **SOWK 3420 Practice I**, in which we present the profession’s values and ethical standards. Consequently, these two common elements--practice and values/ethics--are paired together for students from the beginning.

2. Respect for Diverse People and Their Human Rights

All our courses present material on the amazingly broad range of human diversity and how diversity affects human interactions. Diversity includes all the factors that shape the context of one’s life: age, gender, race, ethnicity, geographical place of origin, religion, culture, politics, and sexual orientation, to name a few. Field students include diversity learning as part of their educational contracts and learning objectives. Here are examples of how our generalist students learn about diversity.

- ◆ In **SOWK 3305 Human Behavior in the Social Environment I**, undergraduate students discuss how people reason, learn, think about themselves, and handle stress; they relate these issues to prejudice and individual tolerance.
- ◆ Undergraduates in **SOWK 4305 Seminar in Human Behavior in the Social Environment II** identify, discuss, and learn to appreciate the universal features of human behavior, including gender, race, and other contextual factors.
- ◆ In **SOWK 3425 Practice II**, undergraduates analyze cases of diverse communities. They particularly assess the institutionalized attitudes of

society toward women, people of color, and other diverse populations.

- ◆ Undergraduate students in **SOWK 1350 Introduction to Social Work** attend a panel presentation on cultural diversity given by undergraduates in **SOWK 4425 Practice III**, and ask questions that the 4425 students field.
- ◆ BSW field students evaluate their placement agencies according to a validated cultural competence scale.

3. Social and Economic Justice, and the Dignity and Worth of the Person

Our students learn a great deal about populations at risk to develop serious problems, and about social and economic justice. Field students critique their placement agencies for ADA compliance, outreach efforts, and accessibility to vulnerable populations. Here are other examples of how generalist students learn this important information.

- ◆ We highlight these topics in **SOWK 3350 Connecting Policy and Practice** and in **SOWK 4310 Diversity and Social Justice**. Whereas SOWK 3350 has previously been a required major course to help students learn more about systemic issues of poverty and prejudice, and how these factors play out in practice, SOWK 4310 is now going to be a required course and will deal for the entire semester with issues of diversity and social justice. SOWK 3350 will become an elective as of next fall.
- ◆ **SOWK 3420 Practice I** undergraduates pay special care to diversity in doing cases analyses and individual and family assessment assignments. Watching the film, *Color of Fear*, students hear men of different ethnicities honestly discuss interethnic racism.
- ◆ Students in **SOWK 4356 Professionalism in Social Work** attend some meeting in which they are a “minority” (such as a young person attending an AARP meeting). They study how to be advocates for social justice for populations at risk for problems.
- ◆ In **SOWK 3420 Practice I**, students participate in an exercise which helps them experience what it is like to cope with a physical disability on campus. They discuss ways to advocate for such persons.
- ◆ Students in **3425 Social Work Practice II** attend city council meetings, as well as meet with local legislators. They implement community intervention projects that assist vulnerable children.

4. Human Behavior and the Social Environment

Understanding how human beings, either singly or in groups of different sizes, interact with their environment and shape their behavior to their environments, is core to being able to untangle complex case situations. That understanding of human behavior in the social environment is also pivotal to developing intervention strategies that will be effective in specific case situations. Field students assess and apply HBSE content by conducting psychosocial assessments. Here are other ways we address HBSE for generalist students.

We dedicate two undergraduate courses specifically to HBSE content.

- ◆ **SOWK 3305 Seminar in Human Behavior and the Social Environment I** takes a sociological, ecological approach to the topic, covering social

Students were influential in urging the School to make SOWK 4310 Diversity and Social Justice a required course. They believed the core content was invaluable, and they petitioned the School to make it mandatory for all students.

systems such as family, school, formal organizations, community, and culture. This environmental content, which addresses assessment and intervention from a macro and mezzo perspective, is critical for competent generalist social work practitioners.

- ◆ The micro focus of **SOWK 4305 Seminar in Human Behavior and the Social Environment II** takes a more psychological approach to life span development. It supports generalist practice with smaller client systems.
- ◆ Both these two core HBSE courses are supported by two courses in biology (BIO 1320 and 1421), an introductory sociology course (SOCI 1310), an introductory psychology course (PSY 1300) and a psychology course entitled Brain and Behavior (PSY 4322). These courses shore up the students' bio-psycho-social-spiritual perspective.

5. Social Welfare Policy and Services

Practice and policy are closely related. The extent to which professionals can intervene, and the effectiveness of that intervention, are shaped by policy mandates and practices. Consequently, social workers must understand how to make a difference in policy, both at the agency level, and at the larger societal level. Social workers must understand how to find, assess, and alter policies in ways that will benefit society—particularly vulnerable groups. Here are ways we address policy and services on the generalist level.

These courses in our curriculum are specifically directed to policy and services.

- ◆ **SOWK 2375 Social Services in the Community**, a pre-policy course open to all undergraduate students as an elective and required for admission to the BSW program, presents agencies and policies as society's institutional response to social problems. It traces the history of American social welfare policy and connects that history to contemporary views of policy, including an array of current perspectives on problems and solutions. The course, which requires students to perform 50 hours of volunteer work in community agencies, provides a format for students to relate policy to their specific agency's functions and procedures.
- ◆ **SOWK 4355 Policy Practice** is the advanced policy course. It takes an in-depth look at American social welfare policy, contrasting federal, state, and local policy approaches. It also teaches techniques of influencing policy, and promotes activism in shaping policy on contemporary issues.
- ◆ In addition, **SOWK 3350 Connecting Policy and Practice** is a cross-over course, which is equally a policy course and a practice course. It examines policy in light of how policy affects service delivery and interventions. It teaches client advocacy as a vital component of practice. Primarily, this course centers on how poverty and other issues marginalizing certain groups affect both policy and practice.
- ◆ These two courses are supported by university core requirements of two U.S. history courses (HIST 1310 and 1320) and two courses in political science (POSI 2310 and 2320).

Shelly, a BSW student, went on the 2010 Study Abroad trip to Canterbury, England that Stacie McGee, Lecturer, leads. Shelly completed her volunteer placement with Catching Lives, a Canterbury agency that assists the homeless. The agency director was so pleased with Shelly's preparation that she offered Shelly a job. Shelly declined so that she could complete her BSW at Texas State.

6. Competent Social Work Practice Built on Meaningful Human Relationships

Practice with all system sizes is a key complex of information and skills for social workers to capture. We offer these opportunities for generalist social workers to learn that material.

These courses, required of BSW majors and open only to BSW majors, comprise the generalist social work practice sequence.

- ◆ **SOWK 3420 Practice I** provides a generalist knowledge base of practice theory and the helping process, emphasizing the skills needed to work with individuals, families, and small groups. It also promotes sensitivity to client situations and encourages self-awareness. Students in this course apply generalist social work concepts to 5-6 case analyses.
- ◆ **SOWK 3425 Practice II** introduces students to macro practice and has a lab where students learn application skills. Students learn organizational theory and models of community organization, emphasizing the role of the social worker in facilitating community change. The course laboratory requires students to work together as members of a team or task force and to do a community needs assessment. They also plan, implement, and write a report on a community intervention to benefit vulnerable families and children.
- ◆ **Practice III SOWK 4425** focuses on developing and refining interpersonal communication skills. In the accompanying laboratory, students videotape role-plays of practice situations.
- ◆ **SOWK 4356 Professionalism in Social Work** supports the practice sequence. Students learn how to conduct themselves as professionals in the demanding work world of modern agencies, and as effective citizens and leaders in their agencies. They discuss effective use of supervision and the necessity for accurate documentation of their work. One element students cover is how to testify clearly and accurately in court, legislative hearing, and other venues.

7. Scientific Inquiry and Research

Generalist students must be comfortable with understanding and participating in research efforts, because research ultimately informs practice. Here are examples of how we address this area.

Students learn to understand, incorporate, and conduct basic research.

- ◆ As preparation for specific research study, students take a statistics course, generally Health Professions 3302 Biostatistics. A one-hour lab is available, but not required, though we encourage students to take the lab work because it enhances their understanding of statistics. We will accept statistics courses from the Psychology and Sociology departments if their content is similar to that of HP 3302.
- ◆ Students take **SOWK 3340 Social Work Research** for an overview of the theory and practice of scientific inquiry as it applies to social work. The course covers program and practice evaluation, as well as quantitative and qualitative methods.

8. Field Education

Field education is a capstone experience for our generalist students and a signature pedagogy for the School. Students integrate all their classroom learning with an intensive agency-based work experience in Field. We offer our generalist students the following field experiences.

- ◆ We require that students have a full semester of field practicum of over 500 clock hours after they successfully complete their classroom coursework. Students are under the supervision of qualified, experienced agency-based field instructors in agencies which use a generalist model. A biweekly seminar, structured into the field experience, helps students integrate classroom learning and field experience. It also facilitates students in sharing their field experiences, so that students learn about various different practice settings. This discussion and examination of the broad field of social work pushes students to generalize their learning to practice contexts other than their individual field agency. They gain this experience in **SOWK 4645 and 4650, Beginning Field Practice and Advanced Field Practice** respectively, which are taken concurrently.
- ◆ Students intern in a wide variety of generalist agencies, such as:
 - Child Protective Services in Austin, San Antonio, New Braunfels, and other area communities; many of these CPS interns have IV-E stipends, and most of them move from internship into employment with the agency
 - Adult Protective Services across Central Texas
 - Any Baby Can (working with ill or disabled children and their families)
 - medical and mental health centers, such as Central Texas Medical Center (San Marcos) and VA Readjustment Center (Austin)
 - residential centers for children, such as Boysville San Antonio
 - long-term care centers for the elderly, such as Monument Hill Rehabilitation Center; some students in these placements have had stipends from the Long-Term Care Institute of Texas State
 - criminal and juvenile justice efforts, such as Travis County Sheriff's Victim Services Unit