6.0. Total Program Curriculum Consistent with CPS

The program's goals, objectives and curriculum must be consistent with the Curriculum Policy Statement for baccalaureate social work education.

The goals, objectives and curriculum of the Social Work Program are consistent with the Curriculum Policy Statement (CPS) for baccalaureate social work education. The Social Work faculty members are guided by the CPS in our continuous evaluation of the Program as a whole. This process has resulted in the faculty strengthening the major areas of the Program including (1) the mission, goals and objectives, (2) the Liberal Arts Perspective, (3) Professional Foundation Core course descriptions and outcomes, (4) diversity content in course curriculum, and (5) appropriate field experiences that integrate classroom learning with practice skills in supervised social services settings.

The Social Work Program prepares students for beginning level professional social work practice. The program educates and trains students in the integration of knowledge, values, and skills needed for competent generalist social work practice.

Generalist social work practice entails a multi-method, multi-level conceptualization, encompassing knowledge and skills for intervention, problem solving, and service delivery at the micro, mezzo, and macro levels (Landon, 1995, p.1101).1 This Program defines generalist social work practice as

(a) viewing a problem situation in terms of the person-in-environment conceptualization... (b) being willing and able to intervene at several different levels, if necessary, while assuming any number of functions... (c) using the problem-solving process to access and intervene with problems confronting clients [individuals, families,

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groups, organizations, and communities] (Zastrow, 2000, p. 71). The Program utilizes the strengths, ecological, and empowerment perspectives as well as systems theory in assessment, intervention, and research with various client systems.

**Program Mission**

The mission of the Baccalaureate Social Work Program (BSW) is to prepare students as professional generalist social work practitioners and provide students with requisite knowledge for advanced study. The Program equips students with core skills and values for beginning level professional social work practice in both rural and urban settings with individuals, families, groups, organizations and communities. In accordance with the University commitment to diversity, the Program educates students who will practice competently with diverse rural and urban clients including populations-at-risk.

**Program Goals**

1. Prepare students to understand social welfare policy and its history, as well as policy analysis and its implementation; forms and mechanisms of oppression and discrimination, and the strategies of change that advance social and economic justice in both rural and urban settings. (B5.7.4, B5.7.5, B5.7.8)

2. Utilize a liberal arts perspective and professional foundation that prepares students for direct services with client systems of various sizes and types in order for students to understand the social contexts of social work practice, the behavior of organizations, and the dynamics of change. (B5.2, B5.4.3, B5.5)

3. Prepare students to appreciate and conduct ethical social work research to evaluate service delivery at all levels of practice and to add to the social work knowledge base with qualitative and quantitative methodologies. (B5.7.9)

4. Prepare students for professional entry-level generalist social work practice with diverse populations in rural and urban settings at micro, mezzo, and macro levels of practice; based on knowledge, values, ethics, and skills of

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social work built on a liberal arts perspective and reinforced through classroom and field experiences. (B5.1, B5.2, B5.4.1, B5.4.2, B5.4.4)

5. Prepare students for a professional generalist social work career as well as graduate social work education and importance of ongoing professional growth and development for both students and faculty. (B5.4.5)

Program Objectives

Students graduating with the Baccalaureate Social Work degree from Prairie View A & M University will possess the skills, competence, and knowledge to be able to:

1a. Demonstrate an understanding of the historical and philosophical antecedents of social welfare and the development of current social welfare policy and services. [Policy, B5.7.5]

1b. Understand the barriers and inequities inherent in society including discrimination and oppression, how these impact client systems of various sizes, as well as the strategies of change that advance social and economic justice. [Policy, B5.7.4]

1c. Analyze the impact of social welfare legislation on policies that affect client systems, workers, and agencies. [Policy, B5.7.8]

2a. Apply knowledge and theoretical perspectives related to the biological, psychological, social, and cultural aspects of human behavior and the social environment to life situations among individuals and between individuals and social systems (i.e., families and small groups). [HBSE, B5.7.7]

2b. Apply knowledge of organizations to understand the mutual impact of human behavior on service delivery systems and service delivery systems on human behavior. [HBSE, B5.7.7]

3a. Evaluate social work research studies, and apply those findings to generalist practice with diverse populations in rural and urban settings. [Research, B5.7.9]

3b. Understand the research process—including methodology and ethical issues—to evaluate their own practice interventions and other relevant systems in order to add to the professional social work knowledge base. [Research, B5.7.9]

4a. Practice professional entry-level generalist social work at the micro, mezzo, and macro levels with diverse populations in rural and urban settings. [Practice and Field, B5.7.1, B5.7.12]

4b. Utilize the knowledge, values, ethics, and skills, including effective communication and appropriate intervention, in interactions with systems of all sizes and types. [Practice and Field, B5.7.1, B5.7.2, B5.7.6]
4c. Use communication skills differentially with a variety of client populations, and demonstrate the professional use of self in utilization of appropriate supervision. [Practice and Field, B5.7.10, B5.7.3, B5.7.11]

5. Pursue ongoing knowledge and skills acquisition for professional growth and development through graduate study, participation in professional conferences, and seminars. [Professional Foundation courses including the Social Work Seminar]

As indicated by the Program Objectives, policy content is covered by 1a, 1b, and 1c. Objectives 2a and 2b cover the human behavior and the social environment content. Objectives 3a and 3b contain the research sequence with objectives 4a, 4b, and 4c covering course content for practice and field sequences. Objective 5 relates to the Social Work Seminar course that includes contents from the other professional foundation areas.

Table 1 provides a visual display of the link between the Program Goals and the Program Objectives.

<table>
<thead>
<tr>
<th>Program Goals (Abbreviated)</th>
<th>Program Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Understand policy services, history, analysis, implementation, and strategies of change.</td>
<td>1a. Demonstrate an understanding of the historical and philosophical antecedents of social welfare and the development of current social welfare policy and services. 1b. Understand the barriers and inequities inherent in society including discrimination and oppression, how these impact client systems of various sizes, as well as the strategies of change that advance social and economic justice. 1c. Analyze the impact of social welfare legislation on policies that affect client systems, workers, and agencies.</td>
</tr>
<tr>
<td>#2: Understand the dynamics of behavior and change at the micro, mezzo, and macro levels w/ diverse populations as these elate to social environment.</td>
<td>2a. Apply knowledge and theoretical perspectives related to the biological, psychological, social, and cultural aspects of human behavior and the social environment to life situations among individuals and between individuals and social systems (i.e., families</td>
</tr>
</tbody>
</table>
| #3: Appreciate/Evaluate/Conduct ethical research | 3a. Evaluate social work research studies, and apply those findings to generalist practice with diverse populations in rural and urban settings.  
[Research, B5.7.9]  
3b. Understand the research process—including methodology and ethical issues—to evaluate their own practice interventions and other relevant systems in order to add to the professional social work knowledge base.  
[Research, B5.7.9] |
| --- | --- |
| #4: Prepare/Educate/provide hands-on experiences competent generalist social work practitioners | 4a. Practice professional entry-level generalist social work at the micro, mezzo, and macro levels with diverse populations in rural and urban settings  
4b. Utilize the knowledge, values, ethics, and skills, including effective communication and appropriate intervention, in interactions with systems of all sizes and types  
4c. Use communication skills differentially with a variety of client populations, and demonstrate the professional use of self in utilization of appropriate supervision |
| #5: Ongoing growth, advanced, study, and continuous professional development | 5. Pursue ongoing knowledge and skills acquisition for professional growth and development through graduate study, participation in professional conferences, and seminars. |

The mission, goals, and objectives of the Program are reflected in each social work course syllabus (see Volume II). This provides vertical and horizontal continuity in knowledge, skills, and values that are ultimately “put to the test” when students enroll in field instruction and provide feedback on program objectives.

The University’s mission and the Program’s mission and goals are the result of initial and ongoing discussions between the University, related BSW Program alignment in consultation with agency based field instructors/supervisor’s feedback, and general
program assessment. The University's mission has been modified within the last few years to incorporate the increasingly diverse population of the State of Texas, and to include other diverse populations, both rural and urban. The Social Work Program's mission and goals have been expanded to reflect the rural geographical location of the University, the demographics of the student body (diversity in age, gender, socioeconomic status, ethnicity, abilities, sexual orientation, etc.), diversity in the populations and clientele to be served. Even though Prairie View is physically located in a rural setting, the University's mission and the mission, goals, and objectives of the Social Work Program are to prepare students as professional generalist social work practitioners who are equipped with knowledge, skills, and values to assist diverse populations and clientele in both rural and urban settings. Social Work majors are provided opportunities for supervised learning experiences in agencies and settings in both rural and urban environments where the students are able to interact with diverse clientele and professional staff.

The second modification is that our foreign language requirement, as part of the Liberal Arts Perspective, has been changed to focus on Spanish, given the number of social services issues and problems emerging in an increasing Latino population in Texas.

Third, a comprehensive BSW program with comprehensive evaluation procedures has been developed for use in assuring that further program changes follow an orderly process, based on outcome data.

Fourth, the research component of the BSW program is now taught by a Social Work faculty member who is assigned 100% to the Program. In the past these
professional foundation sequence courses had been taught by sociology faculty. This change promotes effective program coherency and integration via its use of practice and services issues and problems for teaching and learning.

Fifth, in collaboration with field instructors, advisory board members, and students, the social work faculty have added new elective courses to the curriculum. These social work elective courses emphasize mental health, cultural diversity, communication in social work, at-risk youths, an honors seminar, and a special topics feature course. A complete listing and description of the elective courses is discussed later in this section. Course syllabi for social work electives are located in Volume II.

Note that our program evaluation process (see diagram BSW Program for Generalist Social Work, p. 261) reflects the development and assurance of all program curriculum components consistent with the above mentioned mission, goals and objectives. This diagram was developed in discussions with faculty. The diagram illustrates that the initial facts and theories learned in Sociology are to be revisited in Human Behavior and the Social Environment for understanding various behaviors and their expressions in selected social environments. This also relates to Practice methods, in that students learn to understand that behavior is "purposeful" and capable of change as students engage in the provision of service. Further content from sociology, biology and psychology provide an expanded understanding of various behaviors, stemming not only from social interaction, but also from genetic inheritance, reactions to stress and trauma, disease, various neurological dysfunctions, and natural environmental factors. Professional Foundation courses, especially in Practice methods and agency based field instruction; history, political science, and ethics not only provide students with an
expanded knowledge of self and others, but also a clear approach for addressing the issues and problems of agency clientele suffering from the impacts of social and economic injustice, the various "isms", poverty, and other "at-risk" factors. Clearly, program objectives are developed not only in relation to the University mission and the Social Work Program mission and program goals, but also with attention for utilization of the goals for structuring course syllabi outcomes and for use in program evaluation.

Communication and dissemination of the mission, goals, objectives, and curriculum are appropriately distributed to constituents of the Social Work Program. Constituents include the social work faculty, student majors, field instructors, advisory board members, and key Prairie View A&M University administrators (President, Provost and Vice President for Academic Affairs, Dean of the College of Arts and Sciences, and Division Head). The Curriculum Policy Statement is also included, and distributed, to each Program constituent group through one or more of the publications listed below.

- **CSWE Handbook of Accreditation Standards and Procedures**, (1994, 4th ed.). Distributed to social work faculty members, Division Head, Dean, Provost, and President.
- **Social Work Faculty Handbook**
  Distributed to social work faculty members, Division Head, Dean, Chair of Advisory Board.
- **Social Work Field Instruction Manual**
  Distributed to social work faculty members, social work field instructors/supervisors, Chair of Advisory Board, student majors enrolled in field instruction sequence courses.
- **Social Work Student Handbook**
  Distributed to social work faculty members, social work majors, Chair of Advisory Board.
The Curriculum Policy Statement is even more widely distributed, especially to students enrolled in the pre-professional foundation course, Introduction to Social Work and Social Welfare, and to field instructors/supervisors, and Advisory Board members.

Program constituents, as well as the general public, may also obtain information about the Social Work Program by reviewing the Prairie View A&M University Undergraduate Catalog 2002-2003, pp. 111-113 and 262-264. The Catalog provides general information about the University for prospective students interested in attending Prairie View. The Catalog is available in print form and also on the University’s website at www.pvamu.edu.

The Social Work Faculty Handbook acquaints new and continuing faculty with the Program’s history, mission, goals, objectives, and curriculum. It provides guidelines as well as specific information pertaining to faculty responsibilities to the Social Work Program in particular and to the University generally.

The Social Work Field Instruction Manual acquaints social work majors and field instructors/supervisors with field instruction education at Prairie View A&M University. The Field Manual is restricted to senior social work majors enrolled in field instruction sequence courses (SOWK 4176 and SOWK 4183). It provides a clear description of the purpose, objectives, and requirements of field instruction at Prairie View. Any inquiry or information not included in the Field Manual can be addressed by the Coordinator of Field, Faculty Liaison, or the Program Director.

The Social Work Student Handbook provides information that is specific to the social work major, and the Program in particular, as well as other pertinent information
about various services offered by the University. The Student Handbook offers every facet of the requirements for the Bachelor of Social Work degree.

6.1 All Program Components Reflect a Coherent Integrated Whole (Part-time, Off Campus)

The baccalaureate curriculum must be developed and organized as a coherent and integrated whole. All program components, including part-time and off campus, are to provide an equal quality of education.

The baccalaureate Social Work Curriculum requires students to first complete a Liberal Arts Perspective for social work that supports the Professional Foundation (see diagram on p. 261). The diagram, BSW Program for Generalist Social Work (p. 261), clearly displays the structure of baccalaureate Social Work education at Prairie View A&M University. The curriculum is structured in such a way as to enhance the integration between and among the various components of the total Program.

The Social Work Professional Foundation curriculum is built on a Liberal Arts base. The Program’s Liberal Arts content areas include: communications, mathematics, natural sciences, humanities, visual and performing arts, history, political science, and computing. Specific courses for the Liberal Arts Perspective are listed below. The Liberal Arts Perspective is to be completed within the first couple of years of the “prospective” major status, diagrammed as Liberal Arts Perspective years 1 and 2.

The Liberal Arts Perspective is designed to help students (1) understand how the past shapes the present and future (history, other behavioral social science), (2) understand the nature of political systems and how ideology influences our perception of others and vice versa (political science, humanities), (3) understand the workings of the human body and the impact of external forces on its functioning (natural science), (4) to expand their horizons through exposure to other cultural influences through the arts
(visual and performing arts), (5) to advance their skills on the information highways of communicating (computing), (6) to help students to not only improve their written and verbal methods of communications but also realize the importance of good communication skills for social work practice (communication), and (7) to build on their basic math knowledge and skills. Additionally, courses in sociology, psychology, and economics help students to better understand their culture and that of others, develop their knowledge of business and markets, and the behaviors of people.

Armed with a solid Liberal Arts Perspective the student is now prepared to build on that knowledge as they engage in more focused learning in the core courses of the social work major. The Professional Foundation is covered in years 3 and 4 of the degree program. The Social Work Professional Foundation includes a two course sequence in each of the following: Human Behavior and the Social Environment, Social Welfare Policy and Services, Practice, Research, and Field. Other critical areas covered by the Professional Foundation are social work values and ethics, diversity, social and economic justice, and populations-at-risk. The BSW Diagram (p. 261) for generalist social work demonstrates the horizontal and vertical links between the areas of the Professional Foundation. For example, values and ethics, diversity, social and economic justice, and populations-at-risk are infused in each of the five core areas of HBSE, policy, practice, research, and field. Social Work elective courses (not listed in the diagram but listed below) are also integrated with the core areas. Social Work electives add breadth to the curriculum.

Year 4 of the curriculum brings together classroom knowledge and the skills acquired through simulated class exercises. In the agency/setting the student will apply
classroom knowledge and skills of generalist social work to real live situations with diverse populations. While the students are “practicing” social work in the agency/setting, they are also learning to perfect their skills and evaluate their own level of practice. Thus, Field Instruction in Year 4, as diagramed, is the point at which students test or try out what they have learned in the Liberal Arts courses, in the Professional Foundation, and in social work elective courses. The Field Instruction course provides important connections between the mission, goals, and objectives of the Social Work Program, with the results being a professionally trained generalist social work practitioner.

The Professional Foundation threads the Liberal Arts Perspective continuously throughout the curriculum. The infusion of knowledge from the Liberal Arts courses with the Professional Foundation is demonstrated in social work values and ethics, diversity, social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field instruction. This infusion is reflected in Social Work Program Professional Foundation course syllabi (see Volume II).

The BSW program is thereby constructed to represent an integrated, coherent curriculum, in that the four major components – e.g. Liberal Arts Perspective, Professional Foundation, Agency Based Field Instruction, and Electives - are each intimately related and demonstrate this relationship as diagramed on page 261. Further the relationships appear in course syllabi in the form of goals and expected outcomes which frequently overlap.
An example of the integration can be seen in the stated expected educational outcomes for Social Work 2113, Introduction to Social Work and Social Welfare. The outcomes require students (among other requirements) to summarize the history of the profession of social work and the institution of social welfare. This learning is dependent on prior learning in the Liberal Arts Perspective such as English 1123 and 1133, Philosophy 2023; U.S. History 1313 and 1323; Political Science 1113 and 1123; Political Science 2213 Blacks and the American Political System; and Sociology 2013 The Family. In addition, learning gained from Introduction to Social Work and Social Welfare is strengthened and enriched in the Professional Foundation through concurrent and subsequent enrollments in required sequence courses such as: SOWK 3113 Social Welfare Policy and Services and SOWK 3123 Social Welfare Policy Analysis; SOWK 3133 and 3143, Human Behavior and the Social Environment I and II; SOWK 4123 and 4133, Social Work Practice I and II; SOWK 4143 and 4153, Social Work Research I and II; and the culmination of the knowledge gained from the curriculum in agency based Field Instruction and Seminar, SOWK 4176 and 4183 concurrently. The above example demonstrates program development and coherency, as a whole. This same method of analysis, utilizing each of the program purposes, will yield comparable findings found in 6.2.

**Plans to Change or Strengthen the Curriculum Area**

The Social Work faculty has approved changes in the Liberal Arts core requirements. The changes were made to reflect the vertical and horizontal connection between and among the Liberal Arts base and the Professional Foundation. The changes include selecting Ethics as the Humanities option, and College Biology with Lab and
Anatomy and Physiology as the natural sciences option. The Ethics course will greatly enhance student's critical thinking as well as challenge their ideas of morality and the nature of human conduct. The Biology course will assist students in learning the internal workings of the human body and the effects of external matter upon the human body. Each of these Liberal Arts courses prepares students for course content in other liberal arts courses, especially for Professional Foundation courses such as Human Behavior and the Social Environment.

As stated earlier, the faculty has agreed that Spanish will be the preferred foreign Language requirement for the Social Work major. Spanish speaking people are now approaching the numerical majority in the State of Texas, especially in Houston, the city closest to Prairie View. Discussions are underway to work with the Department of Languages and Communications to offer conversationalist Spanish to help students become conversant with Spanish speaking clientele.

6.2 Generalist Practice, Liberal Arts Perspective, and Professional Foundation (CPS B5.8 – B6.16)

The baccalaureate curriculum prepares students for generalist social work practice; it is based upon a liberal arts perspective and must include the professional foundation.

The Social Work Program at Prairie View A&M University prepares students for professional beginning level generalist social work practice. The definition of a generalist social work practitioner utilized by the Program is stated in 6.0 above. The Program teaches several perspectives in assessment, intervention, and research with various client systems including the strengths, ecological, and empowerment perspectives. The Program also focuses on the steps in the change process to demonstrate to students how a generalist practitioner assists clients in resolving a
problem or issue. The person-in-environment conceptualization is utilized in this process.

Using the Curriculum Policy Statement as its guide, the Social Work Program has developed a solid curriculum for generalist social work education. This is diagrammed, in a practical manner, in the BSW Program for Generalist Social Work on page 261.

Total requirements for the BSW degree are listed below. The Professional Foundation currently consists of eleven core courses (SOWK 2113, SOWK 3113, SOWK 3123, SOWK 3133, SOWK 3143, SOWK 4123, SOWK 4133, SOWK 4143, SOWK 4153, SOWK 4176, and SOWK 4183) plus 21 hours of approved social work electives; for a total of 57 semester credit hours. The Professional Foundation courses are discussed more fully in this section. In addition to the Liberal Arts Perspective (44 semester credit hours), students are required to complete 18 hours of Support Area courses and the College of Arts and Sciences requirements: 12 semester credit hours in one foreign language.

The Liberal Arts Perspective required for the Social Work degree includes courses in communications, mathematics, natural sciences, humanities, visual and performing arts, history, political science, other behavioral/social sciences, and computing. The specific course requirements are listed below

**Communication (each is required)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SCH</th>
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</thead>
<tbody>
<tr>
<td>ENGL 1123</td>
<td>Freshman Composition I</td>
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<tr>
<td>ENGL 1133</td>
<td>Freshman Composition II</td>
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</tr>
<tr>
<td>SPCH 1003</td>
<td>Fundamentals of Speech Communication</td>
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**Mathematics (required)**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MATH 1113</td>
<td>College Algebra</td>
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</table>
Natural Sciences (each is required)

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BIOL 1054</td>
<td>Anatomy and Physiology</td>
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<tr>
<td>BIOL 1113</td>
<td>College Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1111</td>
<td>Biology Lab</td>
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</tbody>
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Humanities and Visual Performing Arts (required)

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PHIL 2023</td>
<td>Ethics</td>
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Visual and Performing Arts Options (one required)

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<th>Course</th>
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<tbody>
<tr>
<td>ARTS 1203</td>
<td>Intro to Visual Arts</td>
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<tr>
<td>DRAM 1103</td>
<td>Intro to Theatre</td>
<td></td>
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<tr>
<td>MUSC 1313</td>
<td>Music in Contemporary Life</td>
<td></td>
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<tr>
<td>MUSC 2333</td>
<td>Afro American Music</td>
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History (each is required)

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<tbody>
<tr>
<td>HIST 1313</td>
<td>U.S. to 1876</td>
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<tr>
<td>HIST 1323</td>
<td>U.S. 1876 to Present</td>
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Political Science (each is required)

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<th>Course</th>
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<tbody>
<tr>
<td>POSC 1113</td>
<td>American Government I</td>
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</tr>
<tr>
<td>POSC 1123</td>
<td>American Government II</td>
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Other Behavioral/Social Sciences (one required)

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<th>Course</th>
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<tbody>
<tr>
<td>CRJS 1123</td>
<td>Crime in America</td>
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<tr>
<td>ECON 2123</td>
<td>Principles of Macroeconomics</td>
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<td>GEOG 2633</td>
<td>Cultural Geography</td>
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<tr>
<td>HIST 1813</td>
<td>Survey of Civilization</td>
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<td>HDFM 2533</td>
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<td>POSC 2213</td>
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<td>POSC 2503</td>
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<td>PSY 2213</td>
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<td>SOCG 2013</td>
<td>The Family</td>
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Computing (required)

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<tbody>
<tr>
<td>COMP 1013</td>
<td>Intro to Computer Education</td>
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Total 44 SCH

Support Area Requirements (each is required)

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<td>SOCG 2003</td>
<td>Sociology of Minorities</td>
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<td>SOCG 4053</td>
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<td>ECON 2113</td>
<td>Principles of Microeconomics</td>
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<td>PSYC 1113</td>
<td>General Psychology</td>
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<tr>
<td>PSYC 3223</td>
<td>Abnormal Psychology</td>
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Total 18 SCH
Foreign Language (Spanish)  

**Social Work Major Requirement**  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOWK 2113</td>
<td>Introduction to Social Work and Social Welfare</td>
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<tr>
<td>SOWK 3113</td>
<td>Social Welfare and Policy Services</td>
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</tr>
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<td>SOWK 3123</td>
<td>Social Welfare Policy Analysis</td>
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<tr>
<td>SOWK 3133</td>
<td>Human Behavior and the Social Environment I</td>
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<td>SOWK 3143</td>
<td>Human Behavior and the Social Environment II</td>
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<td>SOWK 4123</td>
<td>Social Work Practice I</td>
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<td>SOWK 4133</td>
<td>Social Work Practice II</td>
<td>3</td>
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<tr>
<td>SOWK 4143</td>
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<td>SOWK 4153</td>
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<tr>
<td>SOWK 4183</td>
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**Total**  

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**Social Work Electives (seven required)**  

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<td>Minority Aging</td>
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**Total BSW Degree Requirement**  

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# SOCIAL WORK REQUIRED DEGREE PROGRAM SEQUENCE

## FRESHMAN YEAR

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## SOPHOMORE YEAR

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## JUNIOR YEAR

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## SENIOR YEAR

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Most social work electives are open to all majors who have completed at least 30 semester credit hours. A few of the electives are restricted to social work majors only due to the specialized emphasis of the course such as SOWK 4163 Honors Seminar in Social Work and special topics such as SOWK 4363 Social Work Licensure.

The Professional Foundation Areas of social work values and ethics, diversity, social and economic justice, and populations-at-risk are covered in each of the five core sequence courses:

- **Policy** – SOWK 3113 and SOWK 3123
- **HBSE** – SOWK 3133 and SOWK 3143
- **Practice** – SOWK 4123 and SOWK 4133
- **Research** – SOWK 4143 and SOWK 4153
- **Field** – SOWK 4176 and 4183

The Pre-Professional Foundation course, Introduction to Social Work and Social Welfare (SOWK 2113), is required for the major. This course is prerequisite to all Professional Foundation courses. Majors must pass this course with a minimum grade of “C”. The course introduces students to the Curriculum Policy Statement and its guidelines for baccalaureate social work education. The Program’s objectives related to Introduction to Social Work are:

1. Summarize the history of the profession of social work and the institution of social welfare, including the contributions of key figures in its development; and identify functions performed by social workers in various social service settings.

2. Define the particular focus of generalist social work practiced utilized by the Social Work program at Prairie View A&M University.

3. Describe the professional preparation required for generalist social work.

4. Identify social issues related to professional social work that affect and are affected by diverse populations in rural and urban settings.
5. Understand the meaning of the professional use of self and the use of critical thinking skills in problem solutions.

**CURRICULUM CONTENT – PROFESSIONAL FOUNDATION**

**Social Welfare Policy and Services**

**Introduction and Overview**

The baccalaureate Social Welfare Policy and Services curriculum sequence adheres to CSWE Accreditation Standards and Self-Study Guides as well as to the Prairie View A&M University social work education program goals and objectives. The Social Welfare Policy and Services sequence of courses is designed to meet program objectives 1a, 1b, and 1c and CSWE’s Curriculum Policy Statements B6.8, B5.7.4, B5.7.5, B5.7.8. The courses in the sequence are Social Welfare Policy and Services (SOWK 3113) and Social Welfare Policy Analysis (SOWK 3123).

The SOWK 3113 course presents to the generalist social work student content on the historical and contemporary evolution of social welfare programs in the United States. In SOWK 3123 current patterns of service presented in SOWK 3113 are analyzed in greater depth to understand the mechanisms of social policy planning and development at all levels of the service system. SOWK 3123 builds on the knowledge acquired in the Social Welfare Policy and Services course by allowing students to critically analyze the impact of the social welfare legislative process on social policies (both rural and urban) learned in the first course. This kind of analysis focuses on issues of diversity, social and economic justice, oppression, discrimination, and populations-at-risk (people of color, people with disabilities, women, gay men, and lesbians). SOWK 3123 is designed to teach the application of theoretical frameworks to policy areas such as income maintenance, health, mental health, child welfare, and aging. Both courses explore the
effects of policy on contemporary social work practice as well as the role of the profession in fostering optimal health and well-being.

**Social Welfare Policy and Services Curriculum Rationale**

Three of the eleven PVAMU BSW program objectives are related to the policy sequence. They are: (a) to demonstrate an understanding of the historical and philosophical antecedents of social welfare and the development of current Social Welfare Policy and Services, (b) to understand the barriers and inequities inherent in society, including discrimination and oppression, how these impact client systems of various sizes, as well as the stages of change that advance social and economic justice, and (c) to analyze the impact of social welfare legislation on policies that affect client systems, workers, and agencies.

The rationale for the objectives of the policy sequence is based on the knowledge that generalist social work practitioners are deeply affected by social policies and that social work practice is indeed a series of social practices. The philosophy of the policy sequence is that social services are delivered within agencies which emanate from social values and legislative policy context. Thus, it is imperative that all social work practitioners must be capable of understanding the forces of social policy that shape practice in order to effectively intervene on behalf of client populations.

The goal of the policy sequence courses is to prepare students to understand social welfare policy and its history, as well as policy analysis and its implementation, forms and mechanisms of oppression and discrimination, and strategies of change that advance social and economic justice in both rural and urban settings. In the Social Welfare Policy Analysis course students are taught to critically analyze current social policies, especially
those that directly impact clients' lives and well-being. Students learn about the political and organizational processes used to influence policy, the process of policy formulation, and the frameworks for analyzing social policies in light of the principles of social and economic justice, including institutional injustice. The policy sequence demonstrates to students the interconnections between practice and social policy.

**Courses in the BSW Policy Curriculum**

The Social Welfare Policy and Services sequence includes the courses SOWK 3113 and SOWK 3123. The first policy course (SOWK 3113) provides content on the philosophy and history of social welfare and the profession of social work in the United States. The course emphasizes content on the political, social, and economic forces that have shaped the development of the welfare state in American society since the 19th century. Along with the aforementioned policy sequence goal and program objectives, specific course objectives of SOWK 3113 are that students, upon completion of the course will be able to:

1. Demonstrate an understanding of the historical and philosophical antecedents of social welfare and the development of current social welfare policy and services designed to meet basic human needs with rural and urban populations.

2. Identify the barriers and inequities inherent in society including discrimination and oppression, with an understanding of how these impact client systems of various sizes, as well as how change strategies advance social and economic justice.

3. Demonstrate an understanding of basic generalist methodologies (such as the problem-solving process) in preparation for the first social work practice course.

4. Understand the impact of political ideologies (conservatism, liberalism) on social problem definition and resultant framework for problem solutions (such as institutional or residual welfare approach).
The main text currently used for SOWK 3113 is *Social Work, Social Welfare, and American Society* (Popple & Leighninger, 2002). This text provides descriptive and functional definitions of social welfare as well as a classification of social welfare programs and services. The course provides an introduction to the concept of social welfare as it relates to the provision of essential social needs in society. Social work goals and values are examined in the context of a diverse industrialized society with a focus on issues related to racism, ethnicity, and sexism as they affect social and economic justice issues. Furthermore, the course infuses content on the historical perspective of mental health and developmental disability as essential knowledge in the area of human and cultural diversity. Students are provided content on political worldviews of conservatism, liberalism, and radicalism and their impact on the design of social policies including classifications as residual or institutional welfare programs. The course introduces policies such as the Social Security Act of 1935 and discusses its development and associated amendments. Within the context of the Social Security Act, students are introduced to legislative activities and the process of policy formulation.

The Social Welfare Policy and Services course (SOWK 3113) provides students with an understanding of the basic American value system which undergird its social welfare state. Students acquire knowledge about key concepts and problems in social welfare access and services. They learn about economic and political antecedents of social welfare institutions including understanding how to define, recognize, and differentiate social problems and social issues. Students apply this understanding to direct applications in the Social Welfare Policy Analysis course.
Specific course objectives of the Social Welfare Policy Analysis course, SOWK 3123, are that students, upon completion of this course will be able to:

1. Discuss issues and apply theoretical frameworks related to policy areas such as income maintenance, health, mental health, child welfare, and aging.

2. Analyze the impact of the social welfare legislative process on social policies in terms of social and economic justice (e.g., differential effects on minority groups and particular populations such as people of color, people with disabilities, women, gay men, and lesbians).

3. Integrate the functions and responsibilities of social workers in the social policy development with the understanding of how such policies impact client services.

Social Welfare Policy Analysis (SOWK 3123) builds upon the students' acquired knowledge from SOWK 3113 as described above. The Social Welfare Policy Analysis course integrates the functions and responsibilities of social workers in social policy development with the understanding of how such policies impact client services. Students learn to critically analyze the processes of legislation formulation and implementation. Students learn that social policy is an integral and vital component of our system as a whole, and affects us on all levels of government: the federal government, state government, local government/cities, towns, and communities, precincts, groups, and individuals. The text that is used in this course is Social Welfare Politics and Public Policy (DiNitto, 2002).

The Social Welfare Policy Analysis course (SOWK 3123) is designed to teach students to apply theoretical frameworks to policy areas such as income maintenance, health, mental health, child welfare, and aging. Additionally, the Social Welfare Policy Analysis course allows students to critically analyze the impact of the social welfare legislative process on social policies (both rural and urban). The focus of the analysis is
on diversity, social and economic justice, oppression, discrimination, and populations-at-risk (people of color, people with disabilities, women, gay men, and lesbians).

To achieve the objectives of the policy sequence courses, instruction is mainly provided in the classroom. Course content is conveyed through lectures, overhead projectors, class notes, and videotapes. The instructor encourages open-system communication, that is, two way communication between the instructor and students. Critical thinking is encouraged as well as class discussions among students with the instructor as the facilitator. The instructor utilizes both individual and group exercises to review the contents covered. Based on the policy of the Texas A&M System, Prairie View A&M University, and the College of Arts and Sciences, faculty are required to devote twelve office hours to students for answering questions and advising affairs. Thus, individual student’s needs are met through this process, both during and after class.

Social Welfare Policy and Services (SOWK 3113) utilizes traditional measures to evaluate student learning which include examinations, term papers, short essay papers, and class presentations. The courses require students to complete a major paper related to contemporary social problems (e.g. poverty, health care, child abuse and neglect, discrimination in housing and employment) using the American Psychological Association (APA) writing format. The required major paper is formally presented by students to the class for shared learning experiences. Students are encouraged to use appropriate communication tools and infuse technology (power points, projectors, audio visuals) in their presentations.

The Social Welfare Policy and Services (SOWK 3113) course also requires two short papers in the areas of identification and analysis of contemporary social problems.
The organization of each paper includes: (1) topic of problem/issue, (2) description of problem, (3) justification of topic/issue as a social problem (social causation, how many people affected, perspectives of elites, political ideologies, does solution reside within only those affected or within individual and/or society), (4) students own critical view and analysis of the problem and solutions. Students are to obtain their social problem topic areas from sources such as news media reports (newspapers) and journal articles.

Two major examinations are required. Examination #1 covers materials from lectures, textbooks, and readings covered from the beginning of the semester to midterm period. Examination #2 covers materials from lectures, textbooks, and readings covered from the midterm to the final examination week.

In the Social Welfare Policy Analysis (SOWK 3123) course the materials used help the students to critically analyze the policy making process, especially as it affects social work agendas and target populations. Class lectures, student papers, and student presentations utilize the analytic process of policy analysis. Frequently, students are asked to find a particular legislative bill of interest and explore it thoroughly, from its beginnings to its present applicability and whether it actually was funded in the budget - an important concept left out by many. Additionally, political preferences are explored as they apply and affect social work target populations-at-risk. Students are encouraged to be active in the learning process through class participation, asking questions, and contributing comments for discussion. In order to participate adequately, students are expected to come to class prepared to demonstrate evidence of having completed the assigned reading materials. Evidence of student mastery of the theories and knowledge of social policy includes exams, papers, and written exercises.
In SOWK 3123 students are required to submit weekly responses. Each week students submit a short written summary (minimum: 3 typed/word-processed pages) which responds to the assigned readings and class discussions from the previous week. The weekly responses are to express the students' thoughts, ideas, opinions, and reactions to the material covered the previous week. Students present these summaries to the class for discussion.

In SOWK 3123 students are required to produce a major 15 policy analysis page paper which is due at the end of the semester. This major paper requires that a student select a specific social problem, with a legislative history, that has addressed/or addresses the environment of oppression, discrimination, and/or social and economic justice. Students are to use APA writing style with a minimum of ten references from social work and other scholarly journals, books, or other resources. The organization of the paper should include the following information:

- The student is to describe the problem in detail: how many persons are currently affected; how have the demographics of the problem changed over time, if they have; describe the characteristics of the persons with the problem; address if there are any regional differences in the problem; is there available information that you can obtain about the world-wide occurrence of the problem.

- Identify and describe at least one current legislative social welfare policy that has been developed (or possibly that is under construction) in response to this social issue.

- Attach copies of final legislative bills that relate to your issue in an appendix.

- The student is to describe the history of the problem/issue and its evolution from policy formulation to policy analysis.

- Describe what programs, services, or policy approaches appear to have been successful in modifying the magnitude of the problem; define how you are defining “success” and what criteria is used to evaluate such
success. Identify the various attempts to solve the problem, both formally and informally.

- Identify, describe, and critique the involvement of social work in this problem and demonstrate the use of your professional self, values, and ethics while utilizing critical thinking skills.

- Include the student's own critical analysis of the problem/issue.

- In the conclusion of the paper the student is to write their recommendations and/or predictions about the future direction of the problem/issue, and what constitutes the basis of their opinion. Finally, the student is to include any policies (or proposed polices) that they deem valuable in helping to solve the social problem and the role they believe the profession of social work should play.

**Vertical and Horizontal Integration**

Vertical integration of the policy sequence is achieved through the prerequisite and co-requisite liberal arts courses and social work courses that are required prior to enrolling in the Social Welfare Policy and Services course and the Social Welfare Policy Analysis course. The liberal arts courses include: U.S. History to 1876, U.S. History from 1876 to the present, Principles of Economics, American Government I & II, General Sociology, General Psychology, College Biology, College Algebra, English Composition I & II, and Introduction to Social Work and Social Welfare. Course descriptions for the liberal arts courses are included in the Self-Study, Volume II, Course Syllabi. The policy courses are taken during the student's junior year.

The Social Work foundation courses build on the liberal arts material. Students utilize the acquired knowledge from the liberal arts courses to analyze policy issues of oppression, discrimination, diversity, social and economic justice, and populations-at-
risk, in both rural and urban settings. The thread of policy formulation, development, impact, and analysis is found throughout the liberal arts courses and the foundation courses.

Horizontal integration of the policy sequence is achieved through linkage with the social work professional foundation courses. Students must complete the Introduction to Social Work and Social Welfare Policy course before taking other foundation courses. The professional foundation courses include: HBSE sequence (SOWK 3133 and SOWK 3143), practice sequence (SOWK 4123 and SOWK 4133), research sequence (SOWK 4143 and SOWK 4153) and Field Instruction (SOWK 4176), taken with the social work seminar (SOWK 4183).

To link SOWK 3113 with SOWK 3123 students in SOWK 3113 are introduced to policy formulation, concepts and historical references, generalist methods, and social work values. This knowledge is then built upon/expanded in SOWK 3123 by further development of the understanding of current welfare policies, frameworks for policy analysis, and policy making processes. The linkage continues as students in SOWK 3113 are introduced to policy issues that significantly affect disadvantaged and oppressed populations in both rural and urban communities. The beginning discussion of policy issues (SOWK 3113) includes a focus on the effects social policies have on individuals, families, groups, organizations, communities, and institutions as they interact with the social environment, which is expanded and built upon in SOWK 3123.

**Policy Curriculum Outcome Measures and Findings**

One outcome measure for this sequence is based on the Field Supervisor's assessment of the student’s performance in their field experience on the BSW program’s
“Evaluation of Student Performance in Field Practicum” form. Possible scores for each of the 63 items on this form are 1 (poor), 2 (fair), 3 (average), 4 (good), and 5 (superior). Items on this form address issues of concern in the Policy sequence.

For analysis, questions from this evaluation form were organized into three categories pertaining to social work knowledge, values, and skills. Responses to questions 3K (“demonstrates understanding and appreciation for the contribution of each person in the collaborative effort”), 4E (“demonstrates that he/she can communicate effectively both orally and in writing”), 8A (“displays ability to render services within the setting as it is, while at the same time, recognizing the need to work toward implementing change”), 8B (“is able to identify gaps in community resources and develop constructive suggestions for change”), and 8C (“assesses discrepancies, if any, between stated philosophy of a setting and its policies, programs and service delivery, and if indicated develops some plan of action to bring them in accord”) provide measures of student knowledge that pertains to the Policy sequence.

Responses to questions 1B (“display interest and desire to be helpful”), 7A (“demonstrates perception of …own feelings, attitudes, values, biases, and characteristic patterns of behavior and reactions in response to others, as well as the feelings and attitude elicited from others”), and 7C (“examines own values for their compatibility or conflict with professional social work values”) measure social work values related to the Policy sequence.

Responses to 3E (“engages the participation of significant others in the intervention plan”), 3F (“evaluates and continually assesses all change efforts”), and 3H (“demonstrates ability to understand and handle ambivalence, resistance, conflict, and
negative interaction with a variety of persons, including collaborators and other non-clients, in addition to clients") measure important skills covered in the Policy sequence.

On the questions related to knowledge, students who took their field instruction in 2002 received a Mean score of 4.43 with a S.D. of .756 on item 3K which refers to the understanding and appreciation for the contribution of each person in the collaborative effort; a Mean score of 4.47 with a S.D. of .834 on item 4E which refers to effective oral and written communication; a Mean score of 4.46 with a S.D. of .776 on item 8A which refers to rendering services within the setting as it is, while recognizing the need to work toward implementing changes; a Mean score of 4.38 with a S.D. of .768 on item 8B which refers to identifying gaps in community resources and develop constructive suggestions for change; and a Mean score of 4.38 with a S.D. of .870 on item 8C which refers to assessing the discrepancies between stated philosophy of a setting and its policies.

On the questions related to social work values that pertain to the Policy sequence, these students received a Mean score of 4.57 with a S.D. of .852 on item 1B which refers to the interest and desire to be helpful; a Mean score of 4.67 with a S.D. of .488 on item 7A which refers to perception of one's own feelings, attitudes, values, biases, and characteristic patterns of behavior and reactions in response to others, as well as the feelings and attitudes elicited from others; and a Mean score of 4.53 with a S.D. of .743 on item 7C which refers to one's own values for their compatibility or conflict with professional social work values.

On the questions related to social work skills that pertain to the Policy sequence, these students received a Mean score of 4.67 with a S.D. of .651 on item 3E which refers
to the engaging the participation of significant others in the intervention plan; and a Mean score of 4.36 with a S.D. of .842 on item 3F which refers to evaluating and continually assessing all change efforts; and a Mean score of 4.57 with a S.D. of .756 on item 3H which refers to the ability to understand and handle ambivalence, resistance, conflict, and negative interaction with a variety of persons.

These students received an average Mean score of 4.43 for social work knowledge pertaining to Policy from their field instruction supervisors; an average Mean score of 4.59 for social work values pertaining to Policy; and an average Mean score of 4.53 for social work skills pertaining to Policy. These average means indicate that field instructors rated these students between the top two categories (good and superior) on all three categories. With Mean scores ranging from 4.36 to 4.67 and a maximum score of five on each of these eight items, it appears that these students who completed their field experience in 2002 have generally displayed the knowledge, values, and skills presented in the two courses in the Policy sequence in their field instruction settings.

**Plans to Change or the Strengthen Curriculum Area**

The Prairie View A&M University Social Work Program will continue to incorporate and infuse current content throughout the curriculum. Consistent efforts will be made to include relevant content material about specific populations-at-risk, issues of diversity, oppression, discrimination, social and economic justice as the various systems are studied (individuals, families, groups, communities, organizations, and institutions). Required and supplemental textbooks will be reviewed on a continual basis to determine their relevancy to current events.
Refinement in this area will include the addition of questions for students on Student Opinion Surveys to better examine outcome measures. The student questions for policy courses will be:

1. I learned the historical and philosophical antecedents of social welfare.

2. I learned about the development of current social welfare policy and services designed to meet basic human needs with rural and urban populations.

3. I can identify the barriers and inequities inherent in society including discrimination and oppression.

4. I learned how discrimination and oppression impact client systems of various sizes.

5. I learned how social change strategies advance social and economic justice.

6. I learned basic generalist methodologies (such as the problem-solving process).

7. I learned the impact of political ideologies (conservatism, liberalism) on social problem definition.

8. I learned the impact of political ideologies on frameworks for problem solutions (such as institutional or residual welfare approach).

**Human Behavior in the Social Environment (HBSE)**

**Introduction and Overview**


The Prairie View A&M University Baccalaureate Social Work objectives for HBSE I (SOWK 3133) are to teach the students to learn and begin to apply knowledge and theoretical perspectives to the biological, psychological, social, and cultural aspects of human behavior and the social environment among individuals and between
individuals and families and small groups (micro and mezzo). The theoretical frameworks are the systems theory, the ecological perspective, and the person-in-environment perspective. The PVAMU BSW objectives for HBSE II (SOWK 3143) are to teach students to identify the social, psychological, cultural, and biological factors of large groups, communities, organizations, and institutions (macro).

The HBSE sequence focuses on issues of diversity, social and economic justice, oppression, discrimination, and populations-at-risk (people of color, people with disabilities, women, gay men, and lesbians.) Knowledge of the social work values and ethics is infused throughout the courses. Rural and urban issues are intermingled in the courses.

**HBSE Curriculum Rationale**

The rationale for the HBSE courses is that the information acquired from the study of the HBSE sequence courses is added to the knowledge base of the social work general practitioner. HBSE I and II cover the micro, mezzo, and macro levels of social systems—individuals, families, groups, communities, organizations, and institutions. The philosophy of this sequence is that it provides core knowledge essential for beginning professional Social Work practice. The HBSE sequence uses the approach of systems theory, ecological perspective, and the person-in-environment perspective.

Two of the eleven Program objectives related to the HBSE sequence:

(2a.) The first program objective is to apply knowledge and theoretical perspectives related to the biological, psychological, social, and cultural aspects of human behavior and the social environment to life situations among individuals and between individuals and social systems (i.e. families, groups, communities, organizations, institutions). (2b.)
The second program objective is to apply knowledge of individuals, families, groups, communities, organizations, and institutions to the understanding of the mutual impact of human behavior on service delivery systems and the impact of service delivery systems on human behavior.

The goal of the HBSE sequence courses is to prepare students to understand the ongoing interactions that occur between individuals, families, groups, organizations, communities, and institutions and the social environment under the umbrella of the issues of oppression, discrimination, diversity, and populations-at-risk, in both rural and urban settings.

**Courses in the BSW HBSE Curriculum**

HBSE I (SOWK 3133) and HBSE II (SOWK 3143) are the two foundation courses in this sequence. These two courses provide content on biological, social, psychological, and cultural theories as they apply to individuals, families, groups, communities, organizations, and institutions as they interact within the social environment.

HBSE II builds on the concepts learned by the students in HBSE I. The focus for the HBSE II segment is to build on the ecological systems perspective presented in HBSE I. Example questions to be explored in HBSE II include, but are not limited to: what do social workers need to know to increase and maintain our relevance in a rapidly changing domestic and global social environment? What is the impact of the social environment on human behavior at all levels, especially in the areas of diversity? What does this interaction between individuals and the social environment tell us about the issues of social and economic justice, populations-at-risk, social work values and ethics? The
multiple and complex meanings attached to the concepts of culture, race and ethnicity are analyzed and applied to current situations and life events. Additionally, global concerns are dealt with: the impact of immigration on individuals and families, global poverty in terms of hunger and malnutrition, and the digital divide. The issues of rural and urban social work are interwoven throughout the courses. For example, health issues and needs are great in rural areas for multiple reasons such as: distance access, lack of medical personnel, lack of emergency medical services, large number of uninsured people, few mental health services. The largest numbers of poor are located in rural communities.

The curriculum in the HBSE sequence covers the NASW Code of Ethics. Additionally, the curriculum thoroughly examines issues of oppression, discrimination, diversity, social and economic justice, and populations-at-risk. The thread of these issues is found throughout as the students develop a working knowledge of micro, mezzo, and macro theories. The HBSE courses require that the student make an investment of self in their understanding of the interactions between individuals, social systems, and the social environment.

The specific course objectives are that students upon completion of the course will be able to:

**HBSE I (SOWK 3133):**

1. Apply knowledge and theoretical perspectives related to the biological, psychological, social, and cultural aspects of human behavior and the social environment to life situations, among individuals and between individuals, and social systems (families and small groups) in both rural and urban settings.

2. Discuss basic principles of various learning theories and the systems/ecological and psychosocial frameworks, and analyze the individual and the family from each of these perspectives.
3. Demonstrate the use of critical thinking skills to analyze, differentiate, and determine the appropriateness of theories in human behavior assessment consistent with social values and ethics.

4. Understand overlapping patterns of systemic social and economic justice and injustice, on multiple at-risk client systems.

5. Recognize personal biases and develop methods to lessen their influence in service delivery; appreciate the uniqueness of individual behavior and motivation.

6. Demonstrate an understanding of diversity (class, disability, sexual orientation, ethnicity, gender, culture) that shape human behavior and also impact individuals within families and small groups.

HBSE II:

1. Describe the unique characteristics of large groups, communities, organizations, and institutions as they impact client systems in both rural and urban settings.

2. Identify the social, psychological, cultural, and biological factors of larger social systems within the systems/ecological and psychosocial frameworks, and analyze the interaction between individuals and large groups, communities, organizations, and institutions.

3. Apply knowledge and theoretical perspectives related to the biological, psychological, social and cultural aspects of human behavior and the social environment to life situations, among individuals and between individuals, and social systems (large groups, communities, organizations, institutions).

4. Utilize critical thinking skills to analyze, differentiate, and determine the usefulness of multiple theories in ongoing human behavior assessment consistent with social work values and ethics, and issues of social and economic justice.

5. Demonstrate an understanding of diversity (class, disability, sexual orientation, ethnicity, gender, culture) that shape human behavior as individuals as they interact with large groups, communities, organizations, and institutions.

The main text that has been used is *Human Behavior in the Social Environment* (Longres, 2000). This course is conducted through a variety of teaching methods such as lecture and class discussions. Students are encouraged to be active in the learning
process through class participation, asking questions, and contributing comments for discussion. In order to participate adequately, students are expected to come to class having completed the assigned reading materials. Evidence of student mastery of these theories and the knowledge of the social systems and the social environment includes, but is not limited to, exams, papers, and written exercises. The required papers and exercises allow students to critically analyze the multiple theories and demonstrate their understanding of the interactions in the social environment. Students are also required to follow the guidelines of the APA Manual in the writing of their papers.

There are three concept papers required for the course. These papers allow students an opportunity to apply theoretical material and concepts covered in class and in the readings to problems and situations arising in everyday life regarding individuals, families, groups, communities, organizations, and institutions. Topics must be approved by the instructor. The organization of each paper includes: choice of topic of problem/issue from this class; describe problem/issue; statement of the student’s critical view of the problem/issue and possible solutions. Students present their papers to the class for discussion, and therefore must be prepared to defend their “position,” which requires a thorough understanding of the multiple aspects of their topic.

**Vertical and Horizontal Integration**

Vertical integration of HBSE I covers individuals, families, and small groups. HBSE II examines large groups, organizations, communities, and institutions. The two courses provide students an overview and understanding of the interaction between the various social systems and the social environment. Knowledge is gained by the students about the issues of oppression, diversity, discrimination, social work values and ethics,
social and economic justice, and populations-at-risk as they take courses in liberal arts at Prairie View. The liberal arts courses are integral to the social work curriculum and serve as the base upon which the social work courses build. The courses include: Composition I and II, General Psychology, U.S. History to 1876, U.S. History from 1876 to the present, General Sociology, College Biology, Introduction to Computer Education, Ethics, American Government I and II, Principles of Economics, Fundamentals of Speech Communication, and Abnormal Psychology. The linkage between these courses and social work is clear. For example, basic writing skills are essential for clear communication of ideas. Basic sociological and psychological theories provide a broad basis for understanding human behavior pertaining to generalist social work practice and social welfare. The Ethics course introduces the student to the values and ethics that all social workers must follow.

The two HBSE courses are horizontally linked to the other required BSW Foundation courses. The courses are: practice sequence (SOWK 4123 & SOWK 4133), research sequence (SOWK 4123 & SOWK 4153), policy sequence (SOWK 3113 & SOWK 3123), field instruction (SOWK 4176), and Social Work Seminar (SOWWK 4183). Students must complete the Introduction to Social Work and Social Welfare before taking other foundation courses. Every effort is made to infuse and integrate the curriculum content horizontally. A major goal is that students will explore their own personal values surrounding the patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression for populations-at-risk as they pass through the curriculum of the various foundation courses. Knowledge of the various theories aid the
student's understanding of multiple social systems as they are explored in the other courses.

**HBSE Curriculum Outcome Measures and Findings**

One outcome measure for this sequence is based on the Field Supervisor's assessment of the student's performance in their field experience on the BSW program's "Evaluation of Student Performance in Field Practicum" form. Possible scores for each of the 63 items on this form are 1 (poor), 2 (fair), 3 (average), 4 (good), and 5 (superior). Items on this form address issues of concern in the Human Behavior and the Social Environment sequence.

For analysis, questions from this evaluation form were organized into three categories pertaining to social work knowledge, values and skills. Responses to questions 2F ("develops an adequate assessment of the client situation using knowledge of human behavior and environment"), 2H ("demonstrates an awareness of ethnic and cultural factors in the situation and their implications for intervention"), 3K ("demonstrates understanding and appreciation for the contribution of each person in the collaborative effort"), 4D ("demonstrates thru ... communication some awareness and understanding of cultural, ethnic, and class influences"), 4E ("demonstrates that he/she can communicate effectively both orally and in writing"), and 8B ("is able to identify gaps in community resources and develop constructive suggestions for change") provide measures of student knowledge that pertains to the Human Behavior and the Social Environment sequence.

Responses to questions 1B ("display interest and desire to be helpful"), 7A ("demonstrates perception of ... own feelings, attitudes, values, biases, and characteristic patterns of behavior and reactions in response to others, as well as the feelings and
attitude elicited from others”), and 7C (“examines own values for their compatibility or conflict with professional social work values”) measure social work values related to the Human Behavior and the Social Environment sequence.

Responses to 1A (“demonstrate ability to ‘tune in’ accurately to a variety of types of clients”) and 3H (“demonstrates ability to understand and handle ambivalence, resistance, conflict, and negative interaction with a variety of persons, including collaborators and other non-clients, in addition to clients”) measure important skills covered in Human Behavior and the Social Environment sequence.

On the questions pertaining to knowledge, students who took their field instruction in 2002 received a Mean score of 4.57 with a S.D. of .646 on item 2F which refers to the adequate assessment of the client situation using knowledge of human behavior and environment; a Mean score of 4.50 with a S.D. of .760 on item 2H which refers to the awareness of ethnic and cultural factors in the situation and their implications for intervention; a Mean score of 4.43 with a S.D. of .746 on item 3K which refers to the understanding and appreciation for the contribution of each person in the collaborative effort; a Mean score of 4.47 with a S.D. of .743 on item 4D which refers to communication of awareness and understanding of cultural, ethnic, and class influences; a Mean score of 4.47 with a S.D. of .834 on item 4E which refers to communicating effectively both orally and in writing; and a Mean score of 4.38 with a S.D. of .768 on item 8B which refers to identifying gaps in community resources and develop constructive suggestions for change.

On the questions related to social work values that pertain to human behavior and the social environment, these students received a Mean score of 4.57 with a S.D. of .852
on item 1B which refers to the interest and desire to be helpful; a Mean score of 4.67 with a S.D. of .488 on item 7A which refers to perception of one's own feelings, attitudes, values, biases, and characteristic patterns of behavior and reactions in response to others, as well as the feelings and attitudes elicited from others; and a Mean score of 4.53 with a S.D. of .743 on item 7C which refers to one's own values for their compatibility or conflict with professional social work values.

On the questions related to social work skills that pertain to human behavior and the social environment, these students received a Mean score of 4.36 with a S.D. of .842 on item 1A which refers to the ability to 'tune in' accurately to a variety of types of clients, and a Mean score of 4.57 with a S.D. of .756 on item 3H which refers to the ability to understand and handle ambivalence, resistance, conflict, and negative interaction with a variety of persons.

These students received an average Mean score of 4.47 for social work knowledge pertaining to human behavior and the social environment from their field instruction supervisors; an average Mean score of 4.59 for social work values pertaining to human behavior and the social environment; and an average Mean score of 4.47 for social work skills pertaining to human behavior and the social environment. These average means indicate that field instructors rated these students between the top two categories (good and superior) on all three categories. With Mean scores ranging from 4.36 to 4.67 and a maximum score of five on each of these eight items, it appears that these students who completed their field experience in 2002 have generally displayed the knowledge, values, and skills presented in the two courses in the Human Behavior and the Social Environment sequence in their field instruction settings.
Plans to Change or the Strengthen Curriculum Area

The program will continue to integrate and infuse current content throughout this curriculum. Consistent efforts will be made to include relevant content material about specific populations-at-risk. There will be an ongoing effort to seek new, relevant, and innovative materials about the issues of diversity, oppression, discrimination, social and economic justice. New materials will continually be added about the various social systems - individuals, families, groups, communities, organizations, and institutions. Required and supplemental textbooks will be reviewed on a continual basis to determine their relevancy to current events.

Refinement in this area will include the addition of questions for students on Student Opinion Surveys to better examine outcome measures. The student questions for HBSE courses will be:

SOWK 3133

1. I learned to apply knowledge of biological, psychological, social, and cultural aspects of human behavior and the social environment to life situations with individuals, families, and small groups in rural and urban settings.

2. I learned to apply theoretical perspectives related to biological, psychological, social and cultural aspects of human behavior and the social environment to life situations with individuals, families, and small groups in rural and urban settings.

3. I can discuss basic principles of various learning theories as they apply to individuals and families.

4. I can discuss the systems/ecological framework as it applies to individuals and families.

5. I can discuss the psychosocial framework as it applies to individuals and families.

6. I learned to use critical thinking skills to determine the appropriateness of theories in human behavior assessment.
7. I learned to apply social work values and ethics in assessment of human behavior.

8. I learned the overlapping patterns of systemic social and economic justice and injustice on multiple at-risk client systems.

9. I learned to recognize personal biases.

10. I learned to develop methods to lessen the influence of personal biases on service delivery.

11. I learned to appreciate the uniqueness of an individual’s behavior and motivation.

12. I learned how diversity shapes human behavior of individuals, families, and small groups.

**SOWK 3143**

1. I can describe the unique characteristics of large groups, communities, organizations, and institutions as they impact client systems in both rural and urban settings.

2. I can identify the social, psychological, cultural, and biological factors of larger social systems within the systems/ecological framework.

3. I can identify the social, psychological, cultural, and biological factors of macro level social systems within the psychosocial framework.

4. I learned to analyze the interaction between individuals and larger groups, communities, organizations, and institutions.

5. I learned to apply knowledge related to the biological, psychological, social and cultural aspects of human behavior and the social environment to life situations between individuals and macro level social systems.

6. I learned to apply theoretical perspectives related to the biological, psychological, social, and cultural aspects of human behavior and the social environment to life situations between individuals and macro level social systems.

7. I learned to utilize critical thinking skills to determine the usefulness of multiple theories in ongoing assessment of human behavior in macro level social systems.
8. I learned to apply social work values and ethics in assessment of human behavior in macro level social systems.

9. I learned to apply issues of social and economic justice in assessment of human behavior in macro level social systems.

10. I learned about diversity that shapes human behavior of individuals interacting with large groups, communities, organizations and institutions.

Practice

Introduction and Overview

The Social Work Practice sequence of courses in the baccalaureate curriculum is derived from CSWE’s Curriculum Policy Statement. The sequence of courses are designed to meet program objectives 4a, 4b, and 4c, and CSWE CPS B6.9 and B5.1. B5.2, B5.4.1, B5.4.2, B5.4.4. The Social Work Practice sequence of courses is designed to prepare students for generalist practice with systems of all types and sizes. The two courses in the Practice sequence (SOWK 4123 and SOWK 4133) are offered in the first and second semester of the student’s junior year. The major thrust of the sequence is to acquaint the student with the basic knowledge, values, attitudes, skills, and professional relationships utilized in generalist social work practice by beginning practitioners. The generalist model is used to prepare students to be able to intervene with systems at all levels including individuals, families, small groups, organizations, and communities. Knowledge, values, and skills for working with diverse clientele are infused throughout the sequence. Because students must be prepared to work in many settings with many different types of people, the practice sequence emphasizes knowledge in both rural and urban populations.
Social Work Practice Curriculum Rationale

Three of the eleven program objectives are related to the Social Work Practice sequence. Program objectives relating to Practice are: (a) practice professional entry-level generalist social work at the micro, mezzo, and macro levels with diverse populations in rural and urban settings, (b) utilize the knowledge, values, ethics, and skills including effective communication and appropriate intervention, in interaction with systems of all sizes and types, (c) use communication skills differently with a variety of client populations, and demonstrate the professional use of self in utilization of appropriate supervision.

The rationale for the objectives of the Social Work Practice sequence is based on the generalist method and strengths-based perspective and maintains a focus on social systems. The sequence enables the student to combine the skills utilized in working with individuals, families, groups, organizations and communities with a critical understanding and cognizance of the connections between clients’ problems and larger social problems, conditions, and policies.

Courses in BSW Practice Curriculum

The Social Work Practice sequence includes two courses (SOWK 4123 and SOWK 4133). The sequence is also commonly referred to as Social Work Practice I and Social Work Practice II.

The first Practice course (SOWK 4123) introduces the knowledge, skills, values, and ethics including the generalist approach to social work practice. Although the client in social work practice sequence may be an individual, couple, family, group, organization, or community, the focus of Practice I is on the social work with individuals,
families, and small groups (micro and mezzo levels). The course objectives of SOWK 4123 are that students, upon completion of the course will be able to:

1. Understand and define generalist social work practice and incorporate the social work knowledge, values, ethics, skills, and methods (including effective communication and appropriate interventions) in practice with systems of all sizes and types in rural and urban settings.

2. Demonstrate knowledge of problem-solving process of engagement, data collection, assessment, intervention, evaluation, and termination in work with systems of all sizes.

3. Identify and apply critical thinking skills, and professional use of self as the organizing method of planned social change at both the micro and mezzo systems levels.

4. Apply social work values and knowledge of ethical issues such as client’s right to self-determination and confidentiality.

5. Identify and apply the core social work practice skills such as broker, advocate, evaluator, out-reach worker, and teacher.

6. Conduct various types of social work interviews; prepare psychosocial histories; and understand the relationship of these to assessment and intervention.

7. Utilize theoretical frameworks that undergird generalist practice including ecological perspective, systems theory, person-in-environment, and the strengths/empowerment perspective.

The main text currently in use for SOWK 4123 is *The Practice of Social Work: Application of Generalist and Advanced Content* (Zastrow, C. H., 2003), which provides contents on micro, mezzo, and macro practice levels. The course incorporates the person-in-environment perspective and emphasizes the strengths perspective, social work values and ethics, and systems theory. Student learning contents in SOWK 4123 includes exploration in the understanding of self and the human condition, the nature and purpose of the social work interview, the components of a professional helping relationship, and the overall problem-solving process in generalist social work practice.
An appreciation for human and cultural diversity is essential for all social work practitioners and knowledge about diversity should be utilized in working with people or systems of varying backgrounds. Thus, Social Work Practice I examines different skills necessary to develop a relationship with a variety of clients across race, ethnicity, gender, social class, age, religion, national origin, and sexual orientation as well as ethical issues.

Students are provided content on working with individuals and on conducting a social history/psychosocial. They learn the use and purpose of eco-map and genogram and how to apply them in working with families. Students learn various functions that are essential in group work and how to facilitate group activities. They learn the purpose and application of social work skills such as broker, advocate, evaluator, educator, outreach worker, and mediator. The course addresses the worker-client relationship, ethical practice, value dilemmas, and social and economic justice throughout the problem-solving framework. Practice I is structured to present an overview of social work practice including the generalist principles of planned change. In the planned change process, collaboration is emphasized as a means to developing the helping relationship. Empowerment is emphasized as a means of increasing personal, interpersonal, or political power for clients. The course provides detailed stages of the problem-solving process of engagement, data collection, assessment, intervention, evaluation, and termination. It also emphasizes the need and purpose of evaluation as an ongoing process throughout the helping relationship including a follow-up action after termination.

To achieve the objectives of this course, SOWK 4123 is primarily taught in the classroom. Course contents are conveyed through lectures, classroom exercises, overhead projectors, class notes, and videotapes. In this course the instructor encourages
open-system communication between instructor and students as well as among students with the instructor as the facilitator of communication. Moreover, critical thinking is encouraged as well as class discussions. The instructor utilizes both individual and group exercises to review covered contents. The instructional policy of the Texas A&M University System, Prairie View A&M University, and the College of Arts and Sciences requires that faculty allocate twelve hours for office visitations with students for advising and question and answering activities. Thus, the individual student’s need for consultation is met by faculty through this process both during and after class.

Methods utilized to evaluate student’s performance and learning in this course include examinations, integrative essay assignments, problem-solving case applications, and student’s video interview skills. The course requires students to write integrative essays on (1) social work values, (2) individual practice, (3) practice with families, and (4) small group practice. Questions and guidelines for these integrative essay assignments are provided to students by the instructor. This course also requires that students complete and submit a typewritten/word processed social history/psychosocial assessment based on textbook materials and lectures. Students may use a case example or a hypothetical case for the assignment.

Furthermore, the course requires students to produce a videotape of themselves. The purpose is for students to practice interviewing skills, review their appearance on video, and correct necessary behaviors that may adversely affect interpersonal contact with potential clients. Three students in a group is recommended. Each will take turns as interviewer and interviewee. All three students should be videotaped as both.
Students take two major examinations in SOWK 4123. Examination #1 contains materials covered from textbook, lectures, and readings from the beginning of the semester to midterm. Examination #2 contains materials from textbook, lectures, and readings that were covered from midterm period to the final examination period.

**Vertical and Horizontal Integration**

The vertical integration of the Social Work Practice sequence is achieved through the prerequisite liberal arts courses that are required prior to enrollment in the Social Work Practice (SOWK 4123) course. The integration liberal arts courses include: U. S. History to 1876 and U.S. History from 1876 to present, Principles of Economics, American Government I & II, General Sociology, General Psychology, College Biology, College Algebra, English Composition I & II, and Introduction to Social Work and Social Welfare. The Social Work Practice I (SOWK 4123) is offered in the student’s junior year and concurrently with HBSE I (SOWK 3133). Course descriptions for the liberal arts courses are included in Self-Study, Volume II, Curriculum.

Horizontal integration of the Social Work Practice sequence is achieved through linkage with the Social Work Program Professional Foundation courses. Students must complete the Introduction to Social Work and Social Welfare course prior to enrolling in the Social Work Practice I (SOWK 4123). Students concurrently take SOWK 4123 and SOWK 3133. This arrangement offers students the opportunity to learn and strengthen their knowledge in the areas of person-in-environment and social systems theory. This course prepares students for the second Social Work Practice sequence course (SOWK 4133). It also prepares students to advance through the program’s professional
foundation courses which include: HBSE II (SOWK 3143), Research I & II (SOWK 4143 and SOWK 4153), and Field Instructions (SOWK 4176 and SOWK 4183).

Social Work Practice II (SOWK 4133) is the second course offered in the practice sequence. This course addresses the macro practice content in the social work practice sequence. The Practice II course prepares students with essential knowledge, values, and skills to enhance the well-being of people and help ameliorate the environmental conditions that affect people adversely. It is designed to prepare students for entry level social work practice with the focus on planned change. This course is offered in the second semester of the student’s junior year.

The macro practice course (SOWK 4133) provides content on theories and practice skills related to organizations and administrative practice in those organizations as well as those for understanding communities. While the central purpose of SOWK 4133 is to learn macro practice, it is designed to provide linkage to micro and mezzo practice knowledge acquired in SOWK 4123. It is important for students to know that the practitioner’s agency and community affect the practitioner’s ability to practice Social Work, and this course helps them in preparing students to face community problems and gaps in the service delivery system. In SOWK 4133, students learn the necessary skills to work at the community and organizational levels including approaches to and skills for practice with clients from differing skills for practice with clients from differing social, cultural, racial, religious, spiritual, and class backgrounds, and with systems of all sizes. Students learn how to handle constraints that might come from clients, agencies, and communities. The course objectives are that students upon completion of the course will be able to:
1. Apply the generalist method within organizations and communities while considering the needs of individuals, families, and small groups who interact with macro-level systems.

2. Understand the purpose of and procedures for evaluation in social work practice with multiple systems within organizations and communities for effective intervention or change outcome.

3. Integrate knowledge of organizational structures and leadership functions for affecting change with multiple systems in both urban and rural communities.

4. Conduct social work practice with diverse groups while demonstrating cultural competency regarding discrimination as well as social and economic justice in order to work toward the amelioration of oppression in at-risk populations.

5. Demonstrate an understanding of the impact of the bureaucratic nature of organizations and communities on the safety and survival of the social work professional.

The main textbook currently in use for SOWK 4133 is *The Practice of Social Work: Application of Generalist and Advanced Content* (Zastrow, C.H., 2003). The text and readings used for Social Work Practice II course provide students with a guide to knowledge and skills used to understand, function effectively, and promote change in the community and in organizations. Course sessions cover concepts and skills in the text and include discussions which highlight critical social work problems, human and cultural awareness, model organizations, and community intervention. This course examines the definition of an organization, and its purposes and significance to social work practice. It discusses how to analyze human services organizational behavior, value orientation, including organizational decision making strategies, and leadership functions.

The Social Work Practice II course (SOWK 4133) examines social work practice in which the client is the community, models of community practice, skills, knowledge, problem-solving processes, needs assessment, and community values. The importance of
recognizing barriers and obstacles in practice regarding disadvantaged people and their social environment, discrimination and oppression is stressed. The course discusses worker knowledge of self, differences, and present macro strategies to promote social and economic justice for population-at-risk including cultural competency. A chapter is devoted in this course to the study of social work practice with diverse groups. The course examines the provision of social work services in rural settings as compared to urban setting practice. It identifies to students that the rural social worker is a generalist who must have the ability to work with individuals, families, and groups, as well as the total rural community. Students are provided with additional readings that specifically address knowledge, skills, and values needed for rural setting social work practice. One of the readings is, “Social Work Practice in Rural Areas: Application as a Case Example,” (Sheafor & Lewis, 2002). The other reading is “Rural Social Work Overview” (Davenport & Davenport, 1995).

Social Work Practice (SOWK 4133) also discusses the importance of practice evaluation. It examines social work practice accountability with systems of all sizes, it integrates practice outcome evaluation and evaluative research including the use of single subject design to evaluate goals and to improve practice outcome. Because of the complexity of bureaucratic and organizational factors involved in the delivery of social work services, this course discusses content on surviving and enjoying social work practice. It examines safety guidelines for social work practitioners including strategies on preventing violence, approaches for reducing stress, preventing violence, and preventing social worker burnout. The impact of organizational bureaucracy on the practitioner’s emotional and physical health is discussed.
To achieve the objectives of this course, SOWK 4133 is mainly provided in the classroom. Course contents are delivered through lectures, moreover, the teaching methods in this course emphasize learning activities that develop and strengthen students' analytic, interpersonal, and technical practice skills. Use is made of simulations, role-plays, and problem-solving case exercises in the classroom to help students develop practice skills in a carefully planned way. The instructor encourages student participation in discussions. Students are made aware and encouraged to utilize instructor's office hours for questions and consultation.

Evaluation of students' performance and learning include use of examinations, integrative essay assignments, organized group presentation, completion of 36 contact hours of supervised activities in a social service setting, and completion of a human service organization analysis paper. In SOWK 4133, students are required to write integrative essays on (1) social work practice with organizations, (2) social work practice with communities, and (3) social work practice with diverse groups. Questions and guidelines for writing integrative essay assignments are provided to students by the instructor. Two major examinations are used for further evaluation of student learning in this course. Examination #1 covers materials from textbook, lectures, and readings from the beginning of the semester to midterm. Examination #2 contains materials that were covered from the midterm period to the final examination period.

**Vertical and Horizontal Integration**

The vertical integration of the Social Work Practice II course (SOWK 4133) is achieved through the prerequisite and co-requisite liberal arts courses that are required prior to enrolling in the social work practice course and other professional foundation
courses. The integrative liberal arts perspective courses include: United States History to 1876 and from 1876 to the present, Principles of Economics, American Government I and II, General Sociology, General Psychology, College Algebra, Ethics, and English Composition I and II. The contents and perspectives of liberal arts are encouraged and incorporated in teaching and learning macro practice. The linkage between liberal arts knowledge and macro practice is essential in understanding such factors as the role of government in peoples’ lives, their communities, and organizations that affect their social functioning. Liberal arts knowledge derived from history, economics, sociology and other liberal arts courses are beneficial to students in understanding the profession’s position regarding social and economic justice, ethical issues and dilemmas, and as they apply to interactions with macro client systems.

The Social Work Practice II course is horizontally integrated to other areas of the curriculum. Structurally, students are expected to begin taking their professional foundation courses after completing Introduction to Social Work (SOWK 2113). The introduction course acquaints them with a broad awareness and orientation to the field of social work. The Social Work Practice II (SOWK 4133) course content is horizontally linked to policy courses (SOWK 3113 and SOWK 3123), HBSE (SOWK 3133 and SOWK 3143), Research (SOWK 4143 and SOWK 4153), and Field Instruction and Seminar (SOWK 4176 and SOWK 4183). An example of horizontal integration is obvious in research sequence and macro practice content. In research, content on evaluation is integrated and discussed. Also in Social Work Practice II, evaluation content is integrated in student learning. Course content in Policy which focuses on particular federal, state, or local programs and services is relevant to students
understanding of community resources. The field instruction course is integrated horizontally with the macro social work practice course because the field course provides students with a real life example of organizational functioning within a community.

**Practice Curriculum Outcome Measures and Findings**

One outcome measure for this sequence is based on the Field Supervisor’s assessment of the student’s performance in their field experience on the BSW program’s “Evaluation of Student Performance in Field Practicum” form. Possible scores for each of the 63 items on this form are 1 (poor), 2 (fair), 3 (average), 4 (good), and 5 (superior). Items on this form address issues of concern in the Practice sequence.

For analysis, questions from this evaluation form were organized into three categories pertaining to social work knowledge, values, and skills. Responses to questions 1C (“clarifies with the client the purposes of the social work action”), 2A (“identifies presenting problems of clients”), 2B (“demonstrates discriminating ability to discern psychosocial and cultural factors of significance to the situation”), 2D (“identifies the strengths, weaknesses, and limitations of the clients”), 2E (“prioritizes problems for intervention”), 2F (“develops an adequate assessment of the client situation”), 2G (“plans for action with client based on adequate assessment”), 2K (“demonstrates an awareness of ethnic and cultural factors in the situation and their implications for intervention”), 3G (“understands the appropriate use of referral to appropriate agencies”), 3K (“demonstrates understanding and appreciation for the contribution of each person in the collaborative effort”), 4A (“recording demonstrates capacity for organization and communication of student’s thinking and feeling”), 4B (“recording is discriminating, selective, accurate, and succinct”), 4D (“demonstrates through...communication some
awareness and understanding of cultural, ethnic, and class influences”), and 4E (“demonstrates that he/she can communicate effectively both orally and in writing”) provide measures of student knowledge that pertains to the Practice sequence.

Responses to questions 1B (“display interest and desire to be helpful”), 1E (“demonstrates adherence to professionally accepted values in client contact”), 7A (“demonstrates perception of ...own feelings, attitudes, values, biases, and characteristic patterns of behavior and reactions in response to others, as well as the feelings and attitude elicited from others”), and 7C (“examines own values for their compatibility or conflict with professional social work values”) measure social work values related to the Practice sequence.

Responses to 1A (“demonstrate ability to ‘tune in’ accurately to a variety of types of clients”), 1F (“demonstrates ability to engage several different kinds of clients...in a productive relationship”), 3A (“conducts effective interviews”), 3B (“ability to tactfully and non-threateningly help clients communicate feelings as well as facts”), 3C (“responds appropriately and effectively to crisis situations”), 3E (“engages the participation of significant others in the intervention plan”), 3F (“evaluates and continually assesses all change efforts”), and 3H (“demonstrates ability to understand and handle ambivalence, resistance, conflict, and negative interaction with a variety of persons, including collaborators and other non-clients, in addition to clients”), 3I (“utilizes theory of transfer, separation, and termination, and effectively...disengages from relationships”) measure important skills covered in the Practice sequence.

On the questions related to knowledge, students who took their field instruction in 2002 received a Mean score of 4.36 with a S.D. of .929 on item 1C which refers to
clarifying purposes of action with the client; a Mean score of 4.43 with a S.D. of .646 on item 2A which refers to identifying presenting problems of clients; a Mean score of 4.43 with a S.D. of .646 on item 2B which refers to the ability to discern psychosocial and cultural factors in the client situation; a Mean score of 4.36 with a S.D. of .842 on item 2D which refers to identifying the strengths, weaknesses and limitations of clients; a Mean score of 4.36 with a S.D. of .745 on item 2E which refers to prioritizing problems for intervention; a Mean score of 4.57 with a S.D. of .646 on item 2F which refers to developing an adequate assessment of the client situation; a Mean score of 4.43 with a S.D. of 7.56 on item 2G which refers to action plans with client based on adequate assessment; a Mean score of 4.50 with a S.D. of .760 for item 2H which refers to an awareness of ethnic and cultural factors in the situation and their implications for intervention; a Mean score of 4.43 with a S.D. of .756 for item 3G which refers to the appropriate use of referrals to appropriate agencies; a Mean score of 4.43 with a S.D. of .756 on item 3K which refers to the understanding and appreciating the contribution of each person in the collaborative effort; a Mean score of 4.43 with a S.D. of .756 on item 4A which refers to recording demonstrating capacity for organization and communication of student’s thinking and feeling; a Mean score of 4.36 with a S.D. of .842 on item 4B which refers to recording in a selective, accurate, and succinct manner; a Mean score of 4.47 with a S.D. of .743 on item 4D which refers to demonstrating in communication awareness and understanding of cultural, ethnic and class influences; and a Mean score of 4.47 with a S.D. of .834 on item 4E which refers to communicate effectively both orally and in writing.
On the questions related to social work values that pertain to the Practice sequence, these students received a Mean score of 4.57 with a S.D. of .852 on item 1B which refers to the interest and desire to be helpful; a Mean score of 4.57 with a S.D. of .852 on item 1E which refers to adherence to professionally accepted values in client contact; a Mean score of 4.67 with a S.D. of .488 on item 7A which refers to the perception of one's own feelings, attitudes, values, biases, and characteristic patterns of behavior and reactions in response to others, as well as the feelings and attitudes elicited from others; and a Mean score of 4.53 with a S.D. of .743 on item 7C which refers to one's own values for their compatibility or conflict with professional social work values.

On the questions related to social work skills that pertain to the Practice sequence, these students received a Mean score of 4.36 with a S.D. .842 on item 1A which refers to the ability to "tune in" accurately to different types of clients; a Mean score of 4.43 with a S.D. of .756 on item 1F which refers to the ability to engage different kinds of clients; a Mean score of 4.43 with a S.D. of .756 on item 3A which refers to conducting effective interviews; a Mean score of 4.62 with a S.D. of .506 on item 3B which refers to effectively helping clients communicate feelings and facts; a Mean score of 4.67 with a S.D. of .492 on item 3C which refers to responding appropriately to crisis situations; a Mean score of 4.67 with a S.D. of .651 on item 3E which refers to engaging the participation of significant others in the intervention plan; a Mean score of 4.36 with a S.D. of .842 on item 3F which refers to evaluating and continually assessing all change efforts; a Mean score of 4.57 with a S.D. of .756 on item 3H which refers to the to understanding and dealing with ambivalence, resistance, conflict, and negative interaction with a variety of persons; and a Mean score of 4.36 with a S.D. of .745 on item 3I which
refers to using theory to appropriately transfer, separate, terminate, and disengage from relationships.

These students received an average Mean score of 4.50 for social work knowledge pertaining to Practice from their field instruction supervisors; an average Mean score of 4.59 for social work values pertaining to Practice; and an average Mean score of 4.50 for social work skills pertaining to Practice. These average means indicate that field instructors rated these students between the top two categories (good and superior) on all three categories. With Mean scores ranging from 4.36 to 4.67, and a maximum score of five on each of these eight items, it appears that these students who completed their field experience in 2002 have generally displayed the knowledge, values, and skills presented in the two courses in the Practice sequence in their field instruction settings.

**Plans to Change or Strengthen the Curriculum Area**

The Program plans to continue to assess the quality of the practice sequence. The Social Work faculty will review curriculum content on a regular basis to ensure the incorporation of current research, reference materials and innovative practice modalities. Presently, the Practice sequence is implementing a specialized foundation course, Generalist Social Work Foundation, for Social Work majors. This course is intended to strengthen the existing two courses (SOWK 4123 and SOWK 4133) in the practice sequence. It will be more focused and concentrated on social work values and ethics. It will also provide the foundation knowledge in diversity, promotion of social and economic justice, and populations-at-risk. The course will be offered along with Introduction to the Professional of Social Work and is intended to provide the knowledge
base to be integrated and infused in the Social Welfare Policy and Services, Human Behavior and the Social Environment, Practice, Research, and Field Instruction sequences. The major two practice courses (SOWK 4123 and SOWK 4133) will focus on practice knowledge for practice with individuals, families, small groups, communities and organizations.

Refinement in this area will include the addition of questions for students on Student Opinion Surveys to better examine outcome measures. The student questions for practice courses will be:

**SOWK 4123**

1. I learned the definition of generalist social work practice as taught at PVMU.

2. I can incorporate social work knowledge, values, ethics, skills and methods in practice with systems of all sizes in rural and urban settings.

3. I learned the problem-solving process in work with systems of all sizes.

4. I learned to apply critical thinking skills for planned social change with micro and mezzo system levels.

5. I learned to utilize professional use of self for planned social change with micro and mezzo system levels.

6. I learned to apply social work values and knowledge of ethical issues in practice with micro and mezzo system levels.

7. I am able to identify the core social work practice skills (e.g., broker, advocate, evaluator, out-reach worker, teacher).

8. I learned to apply the core social work practice skills.

9. I learned to conduct various types of social work interviews.

10. I learned to prepare psychosocial histories.

11. I learned the relationship of interviews and psychosocial histories to assessment and intervention.
12. I learned to utilize the theoretical frameworks that undergird generalist practice (e.g., ecological perspective, systems theory, person-in-environment, strengths/empowerment perspective).

SOWK 4133

1. I learned to apply the generalist method within large systems (organizations and communities) while aware of the needs of the individuals, families and small groups who interact with macro-level systems.

2. I learned the purpose of evaluation in practice with systems within organizations and communities.

3. I learned the procedures for evaluation in practice with systems within organizations and communities.

4. I learned to integrate knowledge of organizational structures and leadership functions for affecting change with systems in rural and urban settings.

5. I learned to conduct culturally competent social work practice.

6. I learned to conduct social work practice with an awareness of social and economic justice to work toward amelioration of oppression in at-risk populations.

7. I learned the impact of bureaucratic organizations and communities on the safety and survival of the social work profession.

Social Work Research

Introduction and Overview

The baccalaureate social work research sequence adheres to the CSWE Curriculum Policy Statement (B 6.11, B 6.12, B 5.7.9) as well as the Prairie View A & M University BSW program objectives (3a and 3b). The social work research sequence of courses is designed to prepare students for generalist practice with systems of all sizes. The two courses in the research sequence (SOWK 4143 and SOWK 4153) are offered sequentially in the first and second semester of the students' senior year. Research I (SOWK 4143) focuses on introducing students to the language and processes of social
work research. Research II (SOWK 4153) builds upon information learned in Research I to enable students to design and complete their own social work research with populations in rural and urban settings.

**Research Curriculum Rationale**

Two of the eleven PVAMU BSW program objectives relate to the research sequence. The first objective (3a) states that students will be able to evaluate social work research studies, and apply those findings to generalist practice with diverse populations in rural and urban settings. The second objective (3b) states that students will be able to understand the research process, including methodology and ethical issues, to evaluate their own practice interventions and other relevant systems in order to add to the professional social work knowledge base. The research sequence focus is on helping the student understand the importance of social work research for effective and ethical social work practice with diverse populations. Students are provided with information on both quantitative and qualitative methodologies as well as the role of theory in developing and carrying out relevant research for evaluating practice and increasing social work knowledge. The goal of the PVAMU BSW research sequence is to help students become both informed consumers and competent producers of social work research to improve practice effectiveness.

**Courses in the Research Curriculum**

The PVAMU BSW research sequence consists of two courses (SOWK 4143 and SOWK 4153) that are designed to achieve the BSW program objectives pertinent to social work research.
The first course in the research sequence (SOWK 4143) uses Rubin and Babbie’s *Research Methods for Social Work* to introduce students to the basic language and processes of social work research. This course provides students with information on the importance of theory to research, ethical issues such as informed consent and confidentiality, as well as the components of a research study. Included are discussions of quantitative and qualitative methodologies; research designs such as single-subject design and practice evaluation research; an overview of data collection and analysis; as well as ethical, human diversity, and social justice issues in research.

The course objectives for this first course in the research sequence SOWK 4143 are that upon completion of this course, the student will be able to:

1. discuss the relationship between theory and research
2. explain the use of single subject design in professional social work practice with rural and urban populations
3. discuss ethical issues such as informed consent and confidentiality particularly as they relate to minorities in rural and urban settings
4. identify the components of research protocol; identify and explain the main types of research design; explain how to convert concepts into operational definitions; as well as identify and evaluate sampling and measurement procedures
5. discuss guidelines for phrasing questions and constructing culturally sensitive questionnaires.

The second course in the research sequence, SOWK 4153, includes Glicken’s, *Social Research: A Simple Guide*, to provide students with the knowledge of how to design a research proposal. In this course, students experience the Institutional Review Board (IRB) process—including human subjects training, plus gain the knowledge and skills needed to complete a research report and present findings orally to an audience.
The use of computers in the analysis of qualitative and quantitative data is reviewed, including computer software such as SPSS.

The course objectives for this second course in the research sequence (SOWK 4153) are that upon completion of this course, the student will be able to:

1. conduct ethical research in rural and urban settings by following the steps in the research process and produce a well-written research report

2. give a formal presentation of research findings to a public audience

Instruction in SOWK 4143 is based on lectures, readings in the text and pertinent journal articles, as well as small group exercises and discussions on topics such as appropriate research questions for social work research, selection and wording of problems and hypotheses for social work research, as well as the selection of appropriate methodologies. Critical thinking is encouraged as is discussion of research issues among students and between students and instructor—in class, in after-class student study groups, as well as in e-mail communication, and in meeting individually with the instructor between classes. Students are required to take exams, and complete assignments which include selecting appropriate social work research questions, methodology, and instruments as well as analyzing assigned journal articles. A regular feature of classes is the introduction of current issues in social work and social welfare featured in local and national media sources for discussion in the context of social work research. Students are encouraged to select topics for research from areas such as aging, disabilities, substance abuse, mental health, domestic violence, access to and cost of health care, spirituality and religion, plus areas of discrimination and oppression including sexual orientation.
Instruction in SOWK 4153 also includes lectures, readings in the text and other pertinent readings, as well as individual and small group exercises. Class discussions and lectures, plus visits to other facilities such as the library and computer lab for review of SPSS software are scheduled as needed during the semester to address issues arising from the students' research. Critical thinking, class discussion, communication among students and with the instructor are again encouraged. The instructor is available for individual meetings to assist students in developing, carrying out and presenting their research. Students are required to hand in assignments that give evidence of their progress during the semester. Grades are given for their research topic/question, literature review, proposal outline, proposal, research report and oral presentation.

**Vertical & Horizontal Integration**

Vertically, the research sequence builds upon the core liberal arts courses required by the University and the BSW program. These courses include: Composition I and II, College Algebra, U.S. History to 1876 and from 1876 to the present, General Sociology, Social Statistics, General Psychology, Abnormal Psychology, Introduction to Computer Education, Ethics, Minorities, American Government I and II, Principles of Economics, and Fundamentals of Speech communication. A liberal arts perspective provides students with the ability to see social problems in a wider perspective and to foster critical thinking in interpreting and conducting social work research. Of particular importance for the BSW research sequence are courses in composition, math, statistics, sociology, psychology, ethics, speech, and computing. Basic writing skills are essential for clear communication of ideas; math skills are fundamental in statistical analysis of data; knowledge of descriptive and inferential statistical procedures (taught in a sociology
support area course) are needed for analysis of data. Basic sociological and psychological theories provide a broad basis for understanding researchable issues pertaining to generalist social work practice and social welfare with diverse individuals and groups. An ethics course provides an introduction to key concepts for ethical research with diverse populations, and speech provides basic skills in preparing and delivering oral presentations. A course on computing provides basic skills in using Microsoft Office software essential for the writing of research reports (Word), entry of quantitative data (Excel), analysis of qualitative data (Word), and oral presentation of research results (Power Point).

Horizontally, the BSW research sequence integrates aspects of HBSE, Practice, Policy, Field, and Social Work Seminar. Selection of topics and research questions emerge from current issues in generalist social work practice and social welfare covered in HBSE, Practice, Policy and Social Work Seminar courses as well as student experiences in Field instruction. Student knowledge of theoretical perspectives of the biological, psychological, social and cultural aspects of human behavior and the social environment plus the systems theory, ecological perspective and the psychosocial framework for understanding human behavior are utilized in the process of framing researchable questions. Skills and knowledge of generalist social work practice, values, ethics, and methods (including interviewing skills) learned in Practice courses provide the framework for understanding social work practice and aid in conducting research pertinent to social work practice. Student experiences in field placement and discussions in Social Work Seminar provide opportunities for students to conceptualize and implement research in actual social work settings. Interaction with field supervisors and
the Social Work Seminar instructor allow the student to conceive of research that is pertinent and useful in real social work settings. Access to diverse settings for volunteer experience and field instruction enables students to do research on social work issues and problems with both rural and urban populations.

**Curriculum Outcome Measures and Findings**

One outcome measure for this course is based on the Field Supervisor's assessment of the student's performance in their field experience on the BSW program's "Evaluation of Student Performance in Field Practicum" form. Possible scores for each of the 63 items on this form are 1 (poor), 2 (fair), 3 (average), 4 (good), and 5 (superior). Items on this form address issues of concern in the research sequence.

For analysis, questions from this evaluation form were organized into three categories pertaining to social work knowledge, values and skills. While none of these questions directly addressed social work research topic areas such as methodology, responses to questions 3J ("uses consultation and seeks knowledge in specialized areas as needed"), 4B ("recording is discriminating, selective, accurate and succinct"), and 7D ("demonstrates ability to evaluate the effectiveness of performance") provide measures of student knowledge that do pertains to social work research. Responses to 1E ("adherence to professionally accepted values in client contact" such as "confidentiality"), 8A ("recognizing the need to work toward implementing change"), and 8B ("identify gaps in community resources and develop constructive suggestions for change") measure social work values related to social work research. Responses to 3A (ability to conduct "effective interviews, ...establish with the client clear interview purpose; able to maintain interview focus in order to achieve interview purpose") and 3F ("evaluates and
continually assesses all change efforts”) measure important skills used in social work research.

On the questions pertaining to knowledge, students who took the field practicum in 2002 received a Mean score of 4.57 with a S.D. of .756 on item 3J which refers to the research process of using consultation and seeking knowledge in specialized areas, as needed; a Mean score of 4.36 with a S.D. of .842 on item 4B which refers to the data collection issues of discriminating, selective, accurate and succinct recording; and a Mean score of 4.36 with a S.D. of .745 on item 7D which refers to the goal of social work research on program evaluation of demonstrating ability to evaluate the effectiveness of performance.

On the questions related to social work values pertaining to social work research, these students received a Mean score of 4.57 with a S.D. of .756 on item 1E which refers to the ethical issue of adhering to professionally accepted values in client contact such as confidentiality; a Mean score of 4.46 with a S.D. of .776 on item 8A which refers to the research value of recognizing the need to work toward implementing change; and a Mean score of 4.38 with a S.D. of .768 on item 8B which refers to the research value of identifying gaps in community resources and developing constructive suggestions for change.

On the questions related to social work skills pertaining to social work research, these students received a Mean score of 4.43 with a S.D. of .756 on item 3A which refers to the methodological issues (particularly useful in qualitative research) of the ability to conduct effective interviews, establish with the client clear interview purpose and maintain interview focus in order to achieve interview purpose; and a Mean score of 4.36
with a S.D. of .842 on item 3F which refers to the research skill of evaluating and continually assessing all change efforts.

These students received an average Mean score of 4.36 for social work knowledge pertaining to social work research from their field instruction supervisors; an average Mean score of 4.47 for social work values pertaining to social work research; and an average Mean score of 4.40 for social work skills pertaining to social work research. These average means indicate that field instructors rated these students between the top two categories (good and superior) on all three categories. With Mean scores ranging from 4.36 to 4.57 and a maximum score of five on each of these eight items, it appears that these students who completed their field experience in 2002 have generally displayed the knowledge, values, and skills presented in the two courses in the BSW research sequence in their field instruction settings.

**Plans to Change or Strengthen the Curriculum Area**

To more effectively prepare our students with an essential understanding and appreciation of a scientific, analytic approach to building knowledge for practice and to evaluate service delivery in all areas of practice, the faculty has discussed and are in agreement on changing the primary text for the research sequence from the current Rubin and Babbie text, *Research Methods for Social Work*, to Grinnell’s, *Social Work Research and Evaluation: Quantitative and Qualitative Approaches*. This text will provide students with the knowledge to write the proposal for their research project during the first research course (SOWK 4143) of the research sequence, and allow them more time to complete their research during the second research course (SOWK 4153).
To further assess the effectiveness of the two courses in the research sequence, beginning with the Spring 2003 semester, students will be given Likert-like scaled statements based on the course outcomes for each of the two research courses (SOWK 4143 and SOWK 4153). Questions for Research I (SOWK 4143) include:

1. I learned the relationship between theory and research.
2. I can explain the use of single subject design in professional social work practice with rural and urban populations.
3. I can discuss ethical issues such as informed consent and confidentiality particularly as they relate to minorities in rural and urban settings.
4. I can identify the components of a research protocol.
5. I can identify and explain the main types of research design.
6. I can convert concepts into operational definitions.
7. I can identify and evaluate sampling procedures.
8. I can identify and evaluate measurement procedures.
9. I can discuss guidelines for phrasing questions and constructing culturally sensitive questionnaires.

Questions for Research II (SOWK 4153) include:

1. I learned how to conduct ethical research in rural and urban settings.
2. I can follow the steps in the research process.
3. I can produce a well-written research report.
4. I can give a formal presentation of research findings to a public audience.

Four options will be given for student responses: Strongly disagree, disagree, agree, and strongly agree.
6.3 Instruction is Cognitive, Affective, Experiential and Involve Students

The methods of instruction must reflect the cognitive, affective, and experimental components of learning appropriate to the attainment of the program's specified goals. Instructional methods are to involve students in their learning.

Varied instructional methods are utilized by Program faculty to achieve program goals and objectives. Standardized course syllabi for the Professional Foundation (see Volume II, Curriculum), specify methods of instruction used for each curriculum area. As a whole instructional methods exhibited in the Social Work Program reflect cognitive, effective, and experimental components of learning appropriate for preparing students as professional generalist social work practitioners.

These instructional methods include lectures, class discussions (instructor lead and student lead), audio-visual materials, individual and group projects, written assignments, and oral presentations. There are required readings (textbooks, scholarly journal articles, current issues), in-class exercises such as role plays, and interaction with the professional community through student visits to social services agencies/settings and/or professional social work practitioners as guest lecturers. These methods of instruction encourage students to examine themselves in terms of their identity of themselves, including their values and beliefs about themselves and their values and beliefs about others. These instructional methods challenge students' knowledge, their taken-for-granted view of the world, and to encourage them to think critically about the world around them, the world in which they inhabit. Finally, Program instructional methods equip students with skills useful for interfacing with other institutions to bring about positive change on behalf of others.
6.4 Field Practicum Selection and Evaluation Criteria, Field Instructors: Credentials, Selection and Evaluation Criteria

The program is responsible for providing a clearly designed field practicum for all students including standards for selecting agencies, selecting field instructors with an accredited baccalaureate or master's degree in social work, and evaluating student learning in the practicum.

CPS B6.13 – B6.16

Field Education Overview

Field Instruction is an integral component of the BSW program at Prairie View A&M University. It brings together all of the curriculum areas, including the Liberal Arts Perspective and the nine professional foundation areas, in a culminating activity of supervised field instruction that (1) focuses on the integration of classroom knowledge with hands-on practice experiences, and (2) enhances skill development for professional beginning level generalist social work practice. Field education is designed to give students an opportunity to learn how to use a range of social work interventions for providing direct services at various levels of practice with diverse client populations. This instruction is consistent with the mission, goals, and objectives of the Social Work Program. Thus, field education guided by the Curriculum Policy Statement, provides both community-based and curriculum-based activities that ensure a successful agency/setting placement.

Requirements for Field Education

The courses required for field education are Social Work Field Instruction (SOWK 4176) and Social Work Seminar (SOWK 4183). These courses are taken concurrently during the last semester of the senior year. The Prairie View A&M University Social Work Program objectives for Field Instruction are to:
1. Demonstrate knowledge, values, and skills of generalist social work practice in field instruction settings in both rural and urban areas.

2. Demonstrate the use of the generalist social work practice method in the provision of services with systems of various types and sizes.

3. Integrate theory and practice in the provision of social services by applying classroom knowledge, values, ethics and skills—including effective communication and appropriate interventions with systems of various sizes and types.

4. Utilize strategies of change for amelioration of problems of social and economic injustice, discrimination, and oppression.

5. Demonstrate an understanding of social work values and ethical responsibilities according to the NASW Code of Ethics in supervised field settings.

6. Demonstrate familiarity with agency policies and guidelines; particularly the ways in which social policies impact agencies/settings and their clientele.

7. Demonstrate the ability to review current research studies and apply this information to the students' agency/setting.

8. Demonstrate the professional use of self in utilization of appropriate supervision incorporating constructive criticism to promote effective communication and service delivery with diverse populations.

The Prairie View A&M University Social Work Program objectives for Seminar are for the student to be able to:

1. Integrate theory and practice in the provision of social services by applying classroom knowledge, values, ethics, and skills—including effective communication and appropriate intervention with systems of various sizes and types.

2. Demonstrate how strategies of change are utilized for the amelioration of social problems, discrimination, and oppression including advancement of social and economic justice.

3. Demonstrate an understanding of social work values and ethical responsibilities according to the Code of Ethics and show how they are utilized in a supervised field setting.
4. Demonstrate the integration of knowledge, values, and skills of generalist social work practice in both rural and urban settings.

5. Demonstrate an understanding of linkages between the liberal arts base and the professional foundation courses with individuals, families, groups, organizations, and communities.

Students begin the process of applying for admission to Social Work Field Instruction by completing the form BSW Checklist for Field Instruction (see Appendix, Volume III Field Manual). This checklist includes each step students must complete in meeting the criteria for enrolling in field instruction courses.

The agencies/settings field-based instructors/supervisors are a critical aspect for students to accomplish the educational outcomes for field instruction. Specific requirements for agencies/settings and field-based instructors/supervisors are listed below. Generally, agencies/settings must be committed to accepting BSW students for supervised field instruction experiences which are appropriate for generalist methods. Field-based instructors/supervisors must have the time as well as the commitment to supervise BSW students.

The Field Instruction Manual (Volume III) lists the agencies/settings currently used to place students for supervised field instruction. These agencies/settings cover the following practice areas:

- Child Welfare
- Domestic Violence
- Mental Health
- Medical
- School Social Work
- Elder Care
- Legal
- Probation and Parole
- Political Advocacy
- Education
Field Coordinator

The Coordinator of Field Instruction is a full-time tenured faculty member in the Social Work Program. The Coordinator of Field Instruction, under the supervision of the Director of the Social Work Program, is responsible for managing the field component. The essential functions of the Coordinator of Field are to:

1. serve as the initial liaison between the student(s), the agency/setting, and the University;
2. organize and direct student procedures for field application;
3. identify and assign students to appropriate agencies/settings;
4. assist agency/settings administrators to identify and assign MSW field supervisors for social work student learners;
5. when necessary, identify and assign a Faculty Liaison to agency/settings;
6. provide orientation and/or training to students, field supervisors, and to the Faculty Liaison of the purposes, objectives, and educational outcomes of field instruction;
7. teach seminar courses as assigned and coordinate the course instruction with other faculty who teach seminar and/or practice courses;
8. maintain close ties with the student, Faculty Liaison, and field supervisor regarding student performance;
9. assign the final grade to the student(s) for Social Work Field Instruction (SOWK 4176);
10. actively participate in annual program evaluations; and
11. serve as mediator for problems and issues arising between a student and their agency/setting.

Faculty Field Liaison

The Faculty Liaison, when assigned this duty, acts on behalf of the Coordinator of Field Instruction. The Faculty Liaison is a full-time faculty member of the Social Work
Program, holds a MSW degree with 2 years post-MSW experience, and is thoroughly knowledgeable of the total social work curriculum. The Faculty Liaison visits the agency/setting to assess the learning context with the student and the agency based field instructor/supervisor. The Faculty Liaison mediates to resolve problems that might arise between an agency/setting and a student, when the need arises. The Faculty Liaison reports to, and has conferences with, the Coordinator of Field Instruction regarding student performance. Other functions of the Faculty Liaison are to:

1. insure that the student and the field instructors/supervisors have a clear understanding of the written objectives and outcomes for field instruction;

2. review the Student Learning Plan for demonstration of the generalist method;

3. schedule minimally 2 face-to-face visits in the field instruction site to meet with the student(s) and the field supervisor (mid-semester and end of semester);

4. schedule meetings with the Coordinator of Field Instruction to provide student(s) progress reports; and

5. meet with field instructor/supervisors to complete the Faculty Evaluation of Student Performance in Field Instruction form.

**Selection Criteria for Field Agencies and Settings**

Discussion may be initiated by an agency or setting or by the Social Work Program to consider whether an agency is appropriate for Field Instruction. Contact is made with the agency/setting by telephone which is then followed by a face-to-face visit to learn more about the agency/setting and to inform agency/setting personnel about the Social Work Program, including its curriculum requirements for field instruction. The Coordinator of Field Instruction or Faculty Liaison may contact an agency/setting. An agency or setting is accepted for Field Instruction when it meets the following criteria:

1. is appropriate for generalist practice methodologies;
2. affords student(s) ample opportunities to apply classroom knowledge, skills, and values to problems in a practice setting;

3. demonstrates commitment to diversity and social justice through hiring and populations served including gender, race, ethnicity, social class, religion, disability, and sexual orientation;

4. has access to appropriately educated and trained personnel to supervise student(s), (minimally a MSW from an accredited program with two years post-MSW practice experience; or a BSW from an accredited program with 3 to 5 years post-BSW practice experience);

5. provides adequate office/work space for student(s) including desk w/chair, telephone, and other resources necessary for working with agency/setting clientele; and

6. allows field supervisors time to receive Prairie View A&M University Social Work Program training for field supervision.

After these criteria have been satisfied the Coordinator of Field Instruction forwards to the Director or Chief Administrator of the agency/setting an Affiliation of Agreement (see Appendix, Volume III). The Agreement becomes official when all appropriate signatures are affixed to the document.

Selection Criteria for Field-Based Instructors/Supervisors

Field-based agency/setting instructors/ supervisors are selected on the basis of their education, experience, training, adherence to generalist methodology, and motivation to supervise. The criteria are:

1. a MSW from a CSWE accredited program with two years of post-MSW practice experience or BSW from an accredited program with 3-5 years of post-BSW practice experience;

2. education and experience in generalist practice or knowledge in generalist education;

3. commitment to social work knowledge, values, and skills;

4. commitment to diversity including gender, race, ethnicity, social class, religion, sexual orientation, and disability;
5. commitment to social justice and the amelioration of oppression and discrimination; and

6. attendance at Social Work Program training sessions for field instructors/supervisors.

Curriculum for Field Instruction

The Coordinator of Field Instruction is the designated faculty member responsible for evaluating all aspects of field education. This faculty member is also the instructor of record who is responsible for student’s final grades in the Field Instruction course.

The two courses required for field instruction (SOWK 4176 Social Work Field Instruction and SOWK 4183 Social Work Seminar) are co-requisite courses and must be taken concurrently. In order for students to be permitted to enroll in field instruction courses they must meet all of the criteria on the Checklist for Field Instruction. These Criteria are listed below.

1. Students must determine their eligibility for field instruction by meeting with their faculty advisor to review their academic record. This includes a crosscheck of the student’s Social Work Degree Plan with the electronic academic record of the student maintained by the registrar’s office.

2. Students must show evidence that they have completed all required courses for the Liberal Arts Perspective: English Composition I and II, Speech Communication, Anatomy and Physiology, College Biology with Lab, U.S. History I and II, American Government I and II, Ethics, College Algebra, one Visual and Performing Arts course, one Behavioral/Social Science Course, and Introduction to Computer Education.

Students must also show evidence that they have taken and passed, with a minimum grade of “C”, the pre-Professional Foundation course SOWK 2113 Introduction to Social Work and Social Welfare; and other required Professional Foundation sequence courses (SOWK 3113 and SOWK 3123, SOWK 3133 and SOWK 3143, SOWK 4123 and SOWK 4133, and SOWK 4143 and SOWK 4153).

3. Having successfully completed #1 and #2 above, students may complete the Application for Field Instruction and submit it to the Coordinator of Field
Instruction. The student meets with the Coordinator to review her/his application and discuss the student’s first choice for field instruction. However, this may not always be possible, or the preferred placement may not be suitable for the Program’s objectives for field instruction.

4. Students may review the Program’s list of field agencies/settings before or during their meeting with the Coordinator of Field Instruction. Being familiar with the agencies/settings, the Coordinator provides descriptions and insight about the kinds of experiences students may obtain at various agencies/settings, including the one(s) selected by the student.

The Coordinator also reiterates the purpose and objectives of field instruction. This is especially important for those students who want to use their place of employment as their placement for field instruction. Students may be permitted to complete their field instruction at their current place of employment if:

   a. the agency/setting meets the criteria for supervised field instruction as stated above,

   b. the agency/setting can convincingly demonstrate that the supervised field instruction experience would be significantly different from that of the student’s current employment requirements, and

   c. the field-based instructor meets the criteria for supervising BSW field instruction as stated above. This person must not be the student’s boss.

5. Once an agency/setting has been selected, the student is to arrange an interview to meet with the field-based instructor/supervisor. The field-based instructor/supervisor signs the Field Interview Form if there is mutual agreement between the student and the agency/setting. The signed Field Interview form is returned to the Coordinator of Field.

6. Having an assigned field placement, the student pays the specified fee for Professional Liability Insurance. The fees are forwarded to the Bill Beatty Insurance, Inc, in Dallas, Texas. This is the insurance agency that provides professional liability insurance coverage for social work students and for the Coordinator of Field Instruction. No student is permitted to begin their placement until they have paid the fee for Professional Liability Insurance.

   SOWK 4176 Social Work Field Instruction is a six (6) semester credit hour course. The course requires students to complete a minimum of 400 hours in a social services agency/setting, attend the weekly Social Work Seminar (SOWK 4183), and
complete mutual assignments for Field and Seminar. Students may complete a block field instruction or a concurrent field instruction. In block field instruction, the student has completed all courses: Liberal Arts Perspective, foreign language, Support area, and the Professional Foundation sequence courses. Field Instruction and Seminar are the two final courses for completing the BSW degree. In block field instruction the student’s agency/setting schedule is eight (8) hours per day five (5) days per week.

Concurrent field instruction means the student is enrolled in classes other than field instruction and seminar. Often times this may entail foreign language. The student’s scheduled is worked out with the field-based instructor to insure the completion of the 400 hour requirement.

Learning components for the Field Instruction course include the completion of the Field Instruction Learning Plan. The Learning Plan is a collaborative document developed by the student and the field-based instructor/supervisor with review by the Coordinator of Field Instruction to insure that Program and course objectives are being incorporated. The student has the primary responsibility for writing and designing the learning activities (objectives, tasks, evaluations, etc.). This process requires students to take an active part in articulating the assignment and tasks they plan to complete in field which will aid them in accomplishing the course outcomes. The learning plan provides a focus for student learning throughout the semester, establishes mutual expectations, and describes the means for evaluation of student performance. Modifications to the learning plan should be approved by the Coordinator of Field Instruction and the field-based instructor/supervisor. The Students’ plans will be shared and discussed with other class members in the weekly Seminar (SOWK 4183) course.
A second assignment for Field Instruction is the Log Maintenance. Logs will be read by the instructor and returned to the student. Logs will also be discussed during class sessions and in Seminar. Confidentiality is required. The student will write at least four (4) logs. These are to include: a specific time period, summary of experiences during that particular period, write about a significant experience; analysis of agency, describe the generalist social work model, write the steps in the problem-solving, generalist approach integrating functions, and a social history and service plan.

Students are to schedule monthly conferences with the Coordinator of Field, a mid-session conference, and a final conference to evaluate total performance according to the students’ Field Instruction Plan.

Course evaluation for Social Work Field Instruction is as follows:

- Completion of 400 clock hours = 35%
- Course Outcome Measures = 45%
- Professional Behavior = 20%
  - Appearance (adhere to dress code of agency or setting)
  - Motivation (demonstrates initiative and eagerness to assist clientele; team player)
  - Supervision/Constructive Criticism (accepts constructive criticism as a tool for growth)
  - Reliability/Accountability (in reporting to agency/setting, informing field supervisor/instructor of change in schedule, etc.)

Total = 100%

*SOWK 4183 Social Work Seminar* is the three (3) semester credit hour course that must be taken concurrently with Field Instruction. The course provides students with the opportunities to share and discuss their field experiences with each other. This exchange broadens their own knowledge through exposure to the field experiences of other students and practitioners in field settings.
Course requirements include, discussions of the Learning Plan and Log reports developed in SOWK 4176, attend professional events that pertain to social welfare, peer consultation on process recordings, and a written report on a social problem that is of interest to the student. An oral report on the paper is also required.

Course evaluation for Social Work Seminar (SOWK 4183) is as follows:

Seminar Participation = 40%

Education/Related Learning = 20%

Report and Presentation = 40%

Total = 100%

The student’s final course grade for Social Work Seminar is determined by the assigned instructor of record. In some cases this may be the Faculty Liaison.

**Overall Evaluation of Field Instruction**

A major assessment tool used for course evaluation in Field Instruction (SOWK 4176) is the form Evaluation of Student Performance in Field Instruction. This Evaluation form covers the areas of professionalism, level of social work knowledge, social work values, and social work skills. The Evaluation of Student Performance in Field Instruction is completed by the field instructor/supervisor in collaboration with the Coordinator of Field Instruction, or the Faculty Liaison.

The Student Evaluation of Field Instruction form is an open ended questionnaire covering areas such as agency/setting orientation, student’s work station in agency, supervisor, setting learning goals and objectives that are developed with the field instructor/supervisor, interaction with professionals and clientele of diverse backgrounds, importance of classroom in practicing/using generalist skills.
6.5 Close Relationship with Practice Community, Continuous Evaluation

Program must establish and maintain close reciprocal and ongoing relationships with the social work practice community as part of the process of continuous evaluation of curriculum.

The Social Work Program has clear, positive, ongoing relationships with the practice community. The Program is fortunate in that many of the agency/setting that have provided supervised field experiences for Prairie View's BSW students are long-term relationships. Additionally, many of these social service agencies/settings have employed a number of the graduates from the BSW program.

The Social Work Program maintains ongoing close relationships with practice community in the following ways:

- Field Instructors' Training Conference:
  Field Instructors' Training for BSW education is provided for new and continuing field instructors/ supervisors on the Prairie View A&M University campus at least twice per year (fall and spring semester).
- Social Work Program Advisory Board:
  Meetings for the Program's Board are held twice per year on the University's campus. Students also attend.
- Faculty Participation in Conferences and Professional Meetings:
  Faculty and students attend local, regional, and national conferences, workshops, and forums as attendees and/or presenters (CSWE, NASW, NABSW, BPD, TSWDD).
- Practitioners Invited as Guest Speakers:
  This process is very popular with students to have professional social workers come to the Prairie View campus to speak to students.
- Social Work Faculty Members Community Service:
  Program faculty members maintain ongoing contact with agencies as consultants and volunteers.

6.6 Field Practicum Restriction and 6.7 Practice Course Restrictions

Field practicum and practice courses are restricted to social work majors only.

This restriction is clearly stated in the Program and University publications.
BSW Program for Generalist Social Work

PVAMU Mission

Social Work Program

Mission -> Goals -> Objectives

Field Instruction

Year 4

Professional Foundation Areas

Years 3 & 4

*Social Work Values & Ethics *Diversity *Promotion of Social & Economic Justice *Populations-at-Risk

HBSE -> Social Welfare Policy & Services -> Social Work Practice

Research -> Field Practicum

Liberal Arts Perspective

Years 1 & 2

History -> Humanities -> Political Science -> Social/Behavioral Sciences

Natural Science -> Computing -> Visual & Performing Arts -> Communications

Mathematics