I. INTRODUCTION

A Brief History of the Social Work Program

The University of Tennessee at Martin's (UT Martin) undergraduate Social Work Program offers a curriculum for study in social work at the baccalaureate level. Graduates of our Program receive a Bachelor of Science in Social Work (BSSW).

The Social Work Program began in 1970 (and at first was called "Social Welfare") within the Department of Sociology, Anthropology, Social Work, and Criminal Justice. The Social Work Program is now located in the Department of Behavioral Sciences.

The Social Work Program has professional identity. It is accredited by The Council on Social Work Education (CSWE). Students graduating with a BSSW Degree are prepared for entry into employment and are considered to be at the first professional level in social work practice. Graduates from an accredited social work program are eligible for regular membership and full benefits in the National Association of Social Workers (NASW) and, in many states, can become licensed as social workers, including Tennessee. Students who graduate from an accredited baccalaureate program in social work may be considered for advanced standing when applying for entry into a CSWE accredited master's program in social work. If accepted, students may receive credit for their foundation work toward a master's degree, thus reducing the time necessary for earning a Master of Science in Social Work (MSSW) or Master of Social Work (MSW). Additional information regarding accreditation is included in the following pages of this handbook.

The Social Work Program emphasizes the "generalist" approach. (Appendix A) Preparing for generalist practice means equipping students with the knowledge, skills, and values to function in a wide variety of practice settings with differential skills and abilities to work with individuals, families, groups, organizations, institutions, and communities. The generalist social worker has knowledge about various resource systems and possesses the skills to effectively link people with needed resources. The generalist model of social work practice is taught in the Program and students are introduced to generalist practice identity through both academic and experiential learning activities.

The Importance of Accreditation in Undergraduate Social Work Education

All students who pursue social work as a career should be aware of and knowledgeable about the accreditation of social work education programs. As stated earlier in this handbook, the CSWE is the designated accrediting body for social work education at both the bachelor and master levels. The CSWE Commission on Accreditation awards accreditation to the Social Work Program at UT Martin and reviews all accredited programs every eight years to determine if the programs continue to maintain accreditation standards.

Some of the reasons why accreditation is essential to baccalaureate social work education are:

**Standard Competencies** - Reaching and maintaining high standards of professional education which combine theoretical knowledge bases with practice skills resulting in professional practice behavior are supported by accreditation. These competencies have been developed by and are supported within the disciplines of social work education and professional social work practice.

**National Recognition** - Accredited programs at both the graduate and undergraduate level receive national (and international) recognition. CSWE is the only designated accrediting body for social work education in the United States.
Professional Membership and Affiliation - The NASW accepts for regular membership and full benefits only persons who have graduated from an accredited program in social work. This includes both baccalaureate and master's level graduates. UT Martin students are required to become student members prior to advanced progression.

Professional Recognition - Graduates from an accredited baccalaureate program in social work are considered to be at the beginning level of professional practice, a position that is endorsed and upheld by both the CSWE and the NASW.

Competitiveness in Employment - In social service agencies and social work related settings which receive federal funding and other grants, there is often a clear stipulation that an employee who holds the title of "social worker" must carry the credential of having graduated from an accredited program in social work in order to comply with the funding guidelines or regulations. Other positions, such as hospital social worker or hospice social worker, may only be held by a Bachelor of Social Work (BSW)/BSSW or (MSW)/MSSW in most states.

Advanced Standing for Graduate Study - Baccalaureate level graduates who have completed an accredited program in social work may qualify for studies at the master's level with advanced standing and, thereby, significantly reduce the amount of time required for completion of a MSSW. The University of Tennessee, College of Social Work offers a program for advanced standing to qualified applicants from accredited undergraduate programs which can be completed in one year. Most graduate schools of social work provide some means to qualify for advanced standing.

Eligibility for Licensure - Regulatory laws covering social work practice limit licensure in social work to those persons who have completed accredited social work education. All states now have laws which regulate the practice of social work. Such laws were enacted by the Tennessee State Legislature for social work licensure at the master's level in the 1980's and for baccalaureate social work in 2008.

Grants to Educational Institutions - Within some of the departments of the federal government, grants to educational institutions for support of social work or social work related programs are limited to those institutions whose social work educational programs have been accredited.

Career Opportunities

Social work is assisting others to bring about healthy change within themselves and their communities. Becoming a social worker entails working with people in order to develop their capacity and potential for creative and fulfilling human relationships. Social work offers a variety of career opportunities for working with people and helping them meet their needs. These opportunities include:

Child Protection - For those who like working with children who are abused, neglected, runaways, or abandoned, social service agencies across the nation have positions in adoptions, foster care, protective services, residential care, as well as services to unmarried parents.

Medical Social Services - Medical social workers practice in general hospitals, public health departments, home health care, hospice, and long-term care facilities. They work with people experiencing social, psychological, and economic problems associated with their illness, and are also involved in discharge planning.
Mental Health - Social workers are members of the psychiatric team in mental health centers and Hospitals for the mentally ill, emotionally disturbed, and the chemically dependent.

Corrections - Social workers are employed in penal and correctional facilities serving both juveniles and adults. Probation and parole services, juvenile courts, and delinquency prevention programs are examples of practice settings.

Social Services - Many different social service agencies employ social workers to work with victims of spousal abuse, the aged, the homeless, dependent children, the disabled, and families experiencing social and economic problems.

Career Opportunities - Graduates of the UT Martin Social Work Program are currently employed in a variety of positions in county, state, and federal organizations, particularly in rural West Tennessee. These agencies include:

*Child and Adult Protective Services*
- Child Protection Services/Family Therapy
- Family Preservation/Crisis Intervention
- Adult Protection/Geriatric Family Therapy
- Social Security/Social Insurance
- Abused Spouse Services/Shelters, Crisis Intervention
- Social Assistance/Social Welfare
- Juvenile Services and Adoptions

*Medical Social Work*
- Hospital Social Worker
- Oncology Social Worker/Counselor
- Nursing Home/Geriatric Social Worker
- Pediatric Social Worker
- Home Health Care Social Worker
- Dialysis Counselor/Social Worker
- Geriatric Ombudsman
- Public Health Social Worker
- Emergency Room Crisis Intervention Worker

*School Social Work*
- School Social Worker - Elementary, Middle/Junior, High School
- Family Resource Center
- Alternative School Social Worker

*Rehabilitation Services*
- Addiction Care Manager/Family Therapist/Aftercare/Group Leader
- Job Coach/Vocational Counselor
- Stroke/Cardiac Group Leader/Therapist
- Vocational Rehabilitation Social Worker/Counselor

*Occupational Social Work (in corporations)*
- Family Resource Counselor
- EAP Services, including Drug and Alcohol Abuse Counseling

*Voluntary Agencies*
- Recreational/Social Group Worker (YMCAs, YWs, Settlement Houses, Scouts, Camps etc.)
- Family Planning Counseling (Planned Parenting Public Health)
- Crisis Intervention Worker (Red Cross, Mental Health, etc.)
- Developmental Disabilities Social Worker/Counselor (Easter Seal, Sheltered Workshops, etc.)
- Rape Crisis Counseling (Rape Counseling Centers)

*Criminal Justice*
- Parole and Probation Officers (Adult and Juvenile)
- Prison Social Workers/Social Work Adjuncts on Police Forces
- Court Designated Workers/Diversion Officers for Juveniles
Parochial/Adjunctive Fields
Pastoral Counseling, Church-related Agencies (Camps, Agape House)
Specialized Counseling and Therapy (usually requires MSW+)
Marriage Counseling
Child and Family Therapy
Psychiatric Social Worker (Hospitals, Psych Units, CMHCs)
Genetic Counselor ...... and many other specialty areas
**Mission, Goals, Competencies, and Educational Outcomes**

It is the mission of the UT Martin Social Work Program to prepare students to use social work knowledge, skills, and values to demonstrate competent, ethical, evidence-based practice to diverse populations across all social systems. Emphasis is placed on promoting social justice and service to all persons, particularly underserved populations, including rural areas such as those found in Northwest Tennessee.

The goals for the UT Martin Social Work Program are:

- students are prepared to begin generalist professional practice with individuals, families, small groups, organizations and communities.
- students are prepared to develop an identity which will incorporate the values and ethics of the social work profession.
- students are prepared for practice with diverse, oppressed and at-risk populations and to link social research and social service practice.
- students are prepared for lifelong learning and critical thinking through an educational process combining a liberal arts foundation with professional social work education.
- students are prepared for graduate education in social work.
- students are prepared for service and leadership within the community and the social work profession.


**Core Competencies**

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below:

1. **Identify as a professional social worker and conduct oneself accordingly.**
   Social workers serve as representatives of the professions, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers
   a. advocate for client access to the services of social work;
   b. practice personal reflection and self-correction to assure continual professional development;
   c. attend to professional roles and boundaries;
   d. demonstrate professional demeanor in behavior, appearance, and communication;
   e. engage in career-long learning; and
   f. use supervision and consultation.

2. **Apply social work ethical principles to guide professional practice.**
   Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers
   a. recognize and manage personal values in a way that allows professional values to guide practice;
b. make ethical decisions by applying standards of the NASW Code of Ethics\(^1\) (Appendix C) and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;\(^2\)
c. tolerate ambiguity in resolving ethical conflicts; and
d. apply strategies of ethical reasoning to arrive at principled decisions.

3. **Apply critical thinking to inform and communicate professional judgments.**
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers
a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
b. analyze models of assessment, prevention, intervention, and evaluation; and
c. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4. **Engage diversity and difference in practice.**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers
a. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power,
b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
c. recognize and communicate their understanding of the importance of difference in shaping life experiences; and
d. view themselves as learners and engage those with whom they work as informants.

5. **Advance human rights and social and economic justice.**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers
a. understand the forms and mechanisms of oppression and discrimination;
b. advocate for human rights and social and economic justice; and
c. engage in practices that advance social and economic justice.

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6. **Engage in research-informed practice and practice-informed research.**
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers
a. use practice experience to inform scientific inquiry and
b. use research evidence to inform practice.

7. **Apply knowledge of human behavior and the social environment.**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers
a. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
b. critique and apply knowledge to understand person and environment.

8. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers
a. analyze, formulate, and advocate for policies that advance social well-being; and
b. collaborate with colleagues and clients for effective policy action.

9. **Respond to contexts that shape practice.**
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers
a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
b. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

10. **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.
Educational Policy 10(a) – Engagement
Social workers
a. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
b. use empathy and other interpersonal skills; and
c. develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 10(b) – Assessment
Social workers
a. collect, organize, and interpret client data;
b. assess client strengths and limitations;
c. develop mutually agreed-on intervention goals and objectives; and
d. select appropriate intervention strategies.

Educational Policy 10 (c) – Intervention
Social workers
a. initiate actions to achieve organizational goals;
b. implement prevention interventions that enhance client capacities;
c. help clients resolve problems;
d. negotiate, mediate, and advocate for clients; and
e. facilitate transitions and endings.

Educational Policy 10 (d) – Evaluation
Social workers critically analyze, monitor, and evaluate interventions.

Taken from the CSWE 2008 Educational Policy and Accreditation Standards (Appendix B)

The mission, goals, and competencies of the Program are implemented throughout the curriculum. They are reflected in the competencies and practice behaviors in the classroom and in the signature pedagogy of field. The Program makes all of its constituencies aware of its mission, goals, and competencies. The Social Work Field Instruction Manual and Advisement Handbook for Social Work Majors include details of the Program. Material on the Program is also provided in various classes, in meetings of the Students Social Work Association (SSWA), Phi Alpha, the Professional Practice Advisory Council (PPAC), and to all field instructors. All social work faculties have been involved in defining and explicating these statements. Other Department personnel and University administration have been informed about and endorse the Program's mission, goals, and competencies. A variety of outcome measurements and procedures are used for assessing the achievement of the competencies. These are:

1. Field Evaluations
2. Capstone Paper
3. Exit Exam
Special State and Federal Laws for Educational Purposes  
(University Catalog, 2010-2011)

Elderly and Persons with Disabilities

Tennessee residents who are at least 60 years old may audit classes without payment of fees, if space is available. Tennessee residents who are 65 or older may take courses for credit at reduced rates. Totally disabled persons may be eligible for either option. Verification of age, residency, and permanent disability must be provided.

All students who register under these provisions must process the correct paperwork in the Office of Academic Records (AD103) prior to the deadline for adding courses.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (“FERPA”) provides for the confidentiality of personally identifiable information contained in student records, including student academic records; however, FERPA also permits UT Martin to disclose certain information, called “directory information,” to a third party without a student’s written consent.

UT Martin has designated the following information as directory information: student’s name, address, telephone number, date and place of birth, major, dates of attendance, degree and awards, the most recent previous educational agency or institution attended, participation in school activities and sports, weight and height (for members of athletic teams), photograph, email address and classification. UT Martin may disclose directory information to a third party without a student’s consent unless a student, prior to the 14th day after each semester begins, notifies the registrar in writing of his or her desire to restrict directory information from being published. For more information on students’ rights under FERPA, refer to the registrar’s Web site at www.utm.edu/registrar or the Student Handbook at http://www.utm.edu/students.php.

UT Martin is an EEO/Title VI, Title IX/Section 504/ADA/ADEA Statement

All qualified applicants will receive equal consideration for employment and admissions without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or covered veteran status.

Eligibility and other terms and conditions or employment benefits at the University are governed by laws and regulations of the State of Tennessee, and this non-discrimination statement is intended to be consistent with those laws and regulations.

In accordance with the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, the University affirmatively states that it does not discriminate on the basis of race, sex, or disability in its education programs and activities, and this policy extends to employment by the University.

Inquiries and charges of violation of Title VI (race, color, national origin), Title IX (sex), Section 504 (disability), ADA (disability), Age Discrimination in Employment Act (age), sexual orientation, or veteran status should be directed to the Office of Equity and Diversity (OED), 303 Administration Building, The University of Tennessee at Martin, Martin, TN 38238, telephone 731-881-7847 (V/TTY available) or 731-881-3505. Requests for accommodation of a disability should be directed to the ADA Coordinator at the Office of Equity and Diversity.
II. CURRICULUM

Liberal Arts Background

The BSSW curriculum at Martin is built upon the liberal arts perspective and acquired by students within the Colleges. This liberal arts perspective is obtained through study of the core general education requirements.

Students who pursue social work as a major upon being admitted to the University take courses to fulfill the general education requirements and other courses designated as requirements for the professional Social Work Program. These courses develop the liberal arts base that is essential to professional social work education and subsequent professional practice.

As identified in the University Catalog, the liberal arts curriculum within the College of Education, Health, and Behavioral Sciences is formulated to develop independent and creative thinking which will enrich the lives of its graduates and enable them to become responsible, skilled, and participating members of their communities. Through these courses, the curriculum provides the background from which to explore areas of knowledge, to enhance lifelong personal satisfaction and enjoyment. The required liberal arts courses provide the basic knowledge on which the social work curriculum builds new learning and expands the students’ knowledge base to include professional practice content. The liberal arts fundamental courses are concentrated in the lower division freshmen and sophomore years, whereas the social work professional courses, for the most part, comprise the upper division junior and senior years.

Objectives identified in the College of Education, Health, and Behavioral Science are in keeping with the University's commitment to excellence in undergraduate education and with the Social Work Program's obligation to the development of broadly educated persons, as well as competent beginning level practitioners. Those objectives are to:

1. offer a strong Program designed to acquaint individually with broad and representative knowledge; to develop skill in thought and expression; and to instill the capacity to use that knowledge constructively and responsibly;
2. offer a Program to enhance the intellectual and civic competence [of social work majors];
3. foster a climate of intellectual curiosity with scholarly activities and research can extend the boundaries of knowledge;
4. promote interdisciplinary studies through which students gain insights that lead to a synthesis of liberal arts professional education;
5. provide public services to the communities outside the institution.

The liberal arts courses are designed to introduce students to general facts and science courses based, in part, on individual choice and interest, but also those of which are deemed necessary to produce well-rounded, educated persons. The curriculum is designed to teach and elicit critical thinking, writing, and math skills all college graduates are expected to have mastered.

Following are the courses of the UT Martin Social Work Program that develop the liberal arts base that is essential to professional education for social work:
### General Education Requirements (38-40 hours)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours Required</th>
<th>Requirement Choices</th>
<th>Completed</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological and Physical Systems (8 hours)</td>
<td>4</td>
<td>Complete either of the following: ZOOL 201 or 251 (students cannot receive credit for both ZOOL 201 and ZOOL 251)</td>
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<td></td>
<td>4</td>
<td>Any other lab science under general education lab science listing in University Catalog</td>
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<tr>
<td>Communications (9-14 hours)</td>
<td>3 or 8</td>
<td>Complete either of the following: ENGL 100 and 110 (8 hrs) or ENGL 111 (3 hrs) or equivalent honors courses</td>
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<td></td>
<td>3</td>
<td>ENGL 112 (Prereq: Minimum grade of C in ENGL 111)</td>
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<td></td>
<td>3</td>
<td>COMM 203 (Prereq: Minimum grade of C in ENGL 111)</td>
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<tr>
<td>Aesthetics (3 hours)</td>
<td>3</td>
<td>Complete three hours from approved general education listing</td>
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<td>Art 110                                DANC 110                MUS 112                 MUS 115</td>
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<td></td>
<td></td>
<td>ARTH 210                              MUS 110                  MUS 113                 THEA 110</td>
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<td></td>
<td></td>
<td>ARTH 211                              MUS 111                  MUS 114                 THEA 111</td>
<td></td>
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<tr>
<td>Humanities (9 hours)</td>
<td>9</td>
<td>Complete nine hours from approved general education listing</td>
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<td>ENGL 250                              FREN 250                  JAPN 250</td>
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<td>ENGL 251                              GERM 250                  PHIL 110</td>
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<td>ENGL 260                              HIST 121                  PHIL 120</td>
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<td>ENGL 261                              HIST 122                  PHIL 130</td>
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<td>ENGL 270                              HIST 201                  PHIL 160</td>
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<td>ENGL 271                              HIST 202                  SPAN 250</td>
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<tr>
<td>Mathematics (3 hours)</td>
<td>3 to 8</td>
<td>Mathematics 100-110 (4,4) or 140 (3)</td>
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<tr>
<td>Social &amp; Behavioral Sciences (6 hours)</td>
<td>3</td>
<td>SOC 201</td>
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<td></td>
<td>3</td>
<td>PSYC 101</td>
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### Other Required Courses (16-20 hours)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours Required</th>
<th>Requirement Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201 &amp; POSC 210</td>
<td>6</td>
<td>ECON 201 &amp; POSC 210 &amp; CRMG 205 (Coreq for ECON 201 &amp; 202 is a college-level math course)</td>
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<tr>
<td>Foreign Language (4 hours)</td>
<td>4</td>
<td>Completion of 122 or higher in any language</td>
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<tr>
<td>Mathematics (3 hours)</td>
<td>3</td>
<td>Completion of the following: Mathematics 210 &amp; 211 (Prereq: MATH 100-110, or 140, or 170, or 185, or 251 or appropriate mathematics placement)</td>
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<tr>
<td>Sociology (3 hours)</td>
<td>3</td>
<td>Completion of one of the following: SOC 202 or SOC 308</td>
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<tr>
<td><strong>Social Work Major Core Requirements (51 hours)</strong></td>
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<tr>
<td>3 Social Work 200</td>
<td>Pre-major course</td>
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<tr>
<td>3 Social Work 220</td>
<td>Pre-major course</td>
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<tr>
<td>3 Social Work 300</td>
<td>(Prereq: Approval for initial progression)</td>
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<tr>
<td>3 Social Work 320</td>
<td>(Prereq: Approval for initial progression; ZODX 281 or 251; PSYC 101)</td>
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<tr>
<td>3 Social Work 330</td>
<td>(Prereq: SWRK 330)</td>
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<tr>
<td>3 Social Work 340</td>
<td>(Prereq: SWRK 330 &amp; concurrent registration in SWRK 350)</td>
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<tr>
<td>3 Social Work 350</td>
<td>(Prereq: SWRK 320 and concurrent registration in SWRK 340)</td>
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<tr>
<td>3 Social Work 400</td>
<td>(Prereq: SWRK 340 and approval for advanced progression)</td>
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<tr>
<td>3 Social Work 410</td>
<td>(Prereq: Math 210 and approval for initial progression)</td>
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<tr>
<td>3 Social Work 440</td>
<td>(Prereq: SWRK 340 and approval for advanced progression)</td>
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<tr>
<td>2 Social Work 460</td>
<td>(This course must be taken the semester prior to SWRK 490)</td>
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<tr>
<td>1 Social Work 470</td>
<td>(This course must be taken the semester prior to SWRK 490)</td>
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<tr>
<td>12 Social Work 490</td>
<td>(Prereq: Completion of all other courses required for graduation and approval for full progression)</td>
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<tr>
<td>3 Social Work Elective</td>
<td>(SWRK courses with numbers ending in 5)</td>
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<tr>
<td>3 Social Work Elective</td>
<td>(SWRK courses with numbers ending in 5)</td>
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</tr>
</tbody>
</table>

**Elective Hours (10-15)**

| Electives (10-15) | 10 to 15 | Enough electives to meet the 120 hours required for graduation |

**Notes:**

*Minimum hours required for a BSSW degree (120)*

* A student is allowed to satisfy requirements for a bachelor’s degree under any catalog in effect within 10 years of the date of graduation and provided he/she was enrolled at UT Martin or any other public community or university when the catalog was in effect.

* A minimum grade of C (2.00) must be made in every course offered for the major (includes concentration).

* Transfer students must earn at least six hours in the major while in residence at The University of Tennessee at Martin.

* Credit will not be given for more that eight (8) credit hours of PACT

* File an application for a diploma with the Office of Academic Records, 101 Administration Building, before registering for final semester. This is an online process.

* All major and/or minor requirements must be completed using the same catalog.

* Must complete a minimum of 60 semester hours toward a degree in an accredited four-year institution.

* Must complete at least 30 semester credit hours but no less than 25% of coursework in their degree at UT Martin.

* A maximum of 9 upper-division credit hours only may be transferred from another institution to be applied toward a degree.

* Students may enroll during the fall and spring semesters for a maximum of 20 credit hours with their advisor’s approval (nine hours during each summer term). The appropriate college dean’s written approval must be obtained in order to register for additional credit hours.
<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>110/111</td>
<td>4 or 3</td>
</tr>
<tr>
<td>LAB SCIENCE</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>SOC</td>
<td>201</td>
<td>3</td>
</tr>
<tr>
<td>SWRK</td>
<td>200</td>
<td>3</td>
</tr>
<tr>
<td>Freshman ST</td>
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**Freshman Year**

<table>
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<tr>
<th>Course Name</th>
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<tbody>
<tr>
<td>FOREIGN LANG</td>
<td>210</td>
<td>3</td>
</tr>
<tr>
<td>SOC</td>
<td>202 or 308</td>
<td>3</td>
</tr>
<tr>
<td>SWRK</td>
<td>300</td>
<td>3</td>
</tr>
<tr>
<td>SWRK</td>
<td>320</td>
<td>3</td>
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**Sophomore Year**

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<tr>
<th>Course Name</th>
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<th>Hours</th>
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<tbody>
<tr>
<td><em>SOC SCI</em></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SWRK</td>
<td>340</td>
<td>3</td>
</tr>
<tr>
<td>SWRK</td>
<td>350</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SWRK ELECTIVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELECTIVES</td>
<td></td>
<td>6</td>
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<tr>
<td>AESTHETICS</td>
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**Junior Year**

<table>
<thead>
<tr>
<th>Course Name</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>SWRK</td>
<td>400</td>
<td>3</td>
</tr>
<tr>
<td>SWRK</td>
<td>440</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td></td>
<td>6</td>
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<tr>
<td>SWRK ELECTIVE</td>
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**Senior Year**

<table>
<thead>
<tr>
<th>Course Name</th>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SWRK</td>
<td>490</td>
<td>12</td>
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*Economics 201, 202, Political Science 210, 220, Consumer Resource Management 205*
**SUGGESTED FOUR-YEAR SCHEDULE FOR SOCIAL WORK MAJORS**
2014-15 Catalog Requirements

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Social Work 200, 220</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 100-110 or 140</td>
<td>3</td>
</tr>
<tr>
<td>English 100 &amp; 110 or 111, 112</td>
<td>6-11</td>
</tr>
<tr>
<td>Lab Science (any under general education listing)</td>
<td>4</td>
</tr>
<tr>
<td>Zoology 201 or 251</td>
<td>4</td>
</tr>
<tr>
<td>Sociology 201</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 101</td>
<td>3</td>
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<tr>
<td>Foreign Language</td>
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<td><strong>Total Hours</strong></td>
<td><strong>33-38</strong></td>
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<table>
<thead>
<tr>
<th>Sophomore</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Social Work 300, 320, 330</td>
<td>9</td>
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<tr>
<td>Elective</td>
<td>3</td>
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<tr>
<td>Aesthetics</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 202 or 308</td>
<td>3</td>
</tr>
<tr>
<td>Communications 230</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 210</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
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<tr>
<td>Foreign Language (4) or Elective (3)</td>
<td>3-4</td>
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<tr>
<td><strong>Total Hours</strong></td>
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<table>
<thead>
<tr>
<th>Junior</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Social Work 340, 350, 400, 410</td>
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<tr>
<td>Two courses from the following</td>
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<tr>
<td>Economics 201, 202</td>
<td>6</td>
</tr>
<tr>
<td>Political Science 210, 220</td>
<td>6</td>
</tr>
<tr>
<td>Consumer Resource Mgt. 205</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Work Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
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<table>
<thead>
<tr>
<th>Senior</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Social Work 440, 460, 470, 490</td>
<td>18</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
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<td>Electives</td>
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<tr>
<td><strong>Total Hours</strong></td>
<td><strong>27</strong></td>
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</table>

**Total Semester Hours Required for Graduation with a BSSW Degree** …… **120**
Movement of Student Learning

<table>
<thead>
<tr>
<th>Course (required)</th>
<th>Instruction* Level</th>
<th>Degree Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 200 Introduction to Social Work</td>
<td>I</td>
<td>Acquaintance/</td>
</tr>
<tr>
<td>(Overview to the Program and profession; observe</td>
<td></td>
<td>Introduced</td>
</tr>
<tr>
<td>in settings where services are provided; tour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>agencies; etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWRK 220 Understanding Human Diversity and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oppressed Populations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Investigate the status of women, minorities, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other oppressed groups in our society.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWRK 300 Social Welfare Policies and Services</td>
<td>II</td>
<td>Appreciation</td>
</tr>
<tr>
<td>(Interview key personnel in agencies, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWRK 320 &amp; 330 Human Behavior and Social Environment I &amp; II</td>
<td>III</td>
<td>Knowledge</td>
</tr>
<tr>
<td>(Case study of influences of environment on behavior;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>life styles, field observations, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWRK 340 Social Work Practice I</td>
<td>III</td>
<td>Knowledge</td>
</tr>
<tr>
<td>(First field practice experience.)</td>
<td></td>
<td></td>
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<tr>
<td>SWRK 350 Social Work Practice Skills and Techniques</td>
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<tr>
<td>SWRK Electives</td>
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<td></td>
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<tr>
<td>SWRK 410 Social Research and Evaluation</td>
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<td></td>
</tr>
<tr>
<td>SWRK 400 Social Work Practice II</td>
<td>IV</td>
<td>Understanding/</td>
</tr>
<tr>
<td>(Observation of agency or community group or family.)</td>
<td></td>
<td>Reinforced</td>
</tr>
<tr>
<td>SWRK 440 Social Work Practice III</td>
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<tr>
<td>(Second field practice experience.)</td>
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<tr>
<td>SWRK 460 Social Work Senior Seminar</td>
<td>V</td>
<td>Ability to Apply/</td>
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<tr>
<td>(except)</td>
<td></td>
<td>Mastery</td>
</tr>
<tr>
<td>SWRK 470 Social Work Field Preparation</td>
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<td></td>
</tr>
<tr>
<td>SWRK 490 Social Work Field Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Block placement in an agency for one semester.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Instruction -- The supervised practical application of theories studied.

Note: Each level of degree of learning is not totally isolated from the other. There is, however, an intended natural progression of learning from the simple to the obvious to the obscure, and from the concrete to the abstract.
Definitions of Degrees of Learning

1. **Acquaintance/Introduced** - an idea of the major considerations involved in the subject area but not great detail.

2. **Appreciation** - sufficient information in the subject area to be able to isolate the importance of the subject and the major problems in the area.

3. **Knowledge** - sufficient information on the subject area to recognize the doctrine, principles, procedures, etc., and to deal in matters which are affected by the subject; not detailed enough to allow competency without further study or research in the subject area.

4. **Understanding/Reinforced** - sufficient knowledge of a subject area to be able to use the knowledge as a basis for further study or application; sufficient to be able to recognize the interrelationship of forces acting within or on the subject area.

5. **Ability to apply/Mastery** - an understanding, knowledge or skill sufficient to assure an effective performance or a satisfactory conclusion. (Demonstrated competence through the capstone and field instruction.)

As a learner, a student should know about:

1. **Continuity** - recurring educational experiences which reinforce particular content; deepening of learning; repetition.

2. **Sequence** - goes beyond continuity by successively increasing levels of difficulty; building toward greater complexity and broadening learning. Each succeeding learning experience should be more challenging, more complex than the last.

3. **Integration** - unity of thought and understanding; a total learning experience, conceptualization.

The Social Work Program curriculum has the design of continuity, sequence, and integration for the enhancement of learning outcomes.
Competency Bases

The ten core competencies in practice with individuals, families, groups, organizations and communities as well as the essential knowledge, skills, values and practice behaviors are listed below as outlined in the 2008 Educational Policy and Accreditation Standards. (Appendix B)

There are three basic components of competence which are considered necessary in the professional practice of social work. As the student moves through and completes the Social Work Program we look critically at what (s)he knows, what (s)he is able to do, and how (s)he feels, in relation to the following:

1. **Knowledge** - What you must know.
   The social work major must master a generic body of knowledge which includes facts, theories, principles, concepts and relationships that underlie practice in human service settings.

   Essential knowledge includes:
   a. social theory and concepts; (comp 4-10)
   b. various cultures and value systems/social systems; (comp 3,4,5,7,8,9,10)
   c. social welfare policy; (comp 8)
   d. community resources; (comp 7,10)
   e. personality theory and function; psychosocial stages of development; (comp 6,7,10)
   f. psychosocial bases of abnormal behavior; (comp 7,10)
   g. conceptual bases of various models of intervention/problem solving; (comp 3,10)
   h. data gathering techniques and evaluation procedures; (comp 6,10)
   i. knowledge of self, the human condition and environmental influences. (comp 1,2,4,5)

2. **Skills** - What you must be able to do.
   The social work major must be competent to perform a wide range of skills on behalf of the persons and communities (s) he serves. Skills in social work are methods, techniques, and approaches used in the helping process to bring about improvements in social functioning.

   Essential skills include:
   a. interviewing individuals from diverse backgrounds and of varying physical and mental abilities; (comp 1,3,4,10)
   b. observing and recording; (comp 6,10)
   c. interpersonal, interactional skills (ability to relate meaningfully and comfortably with others); (comp 1,4,9,10)
   d. group skills; (comp 10)
   e. changing behavior and enhancing emotional and social growth; (comp 1,2,3,7,9,10)
   f. consultation; teamwork; (comp 1,8,9)
   g. social work problem solving; intervention; (comp 3,6,10)
   h. advocacy (an agent of the person in need); (comp 1,4,5,7,8)
   i. administration (management; leadership; supervision). (comp 1,8,9)
3. **Values** - How you feel.

The area of values and attitudes is critical to the core of competence in social work. Values and attitudes are the convictions and beliefs which influence the social worker's behavior, reactions, responses, and approaches in the helping relationship.

Values and attitudes to be internalized:

a. worth and dignity of the individual and respect for the individual's person, privacy, decisions and opinions; (comp 1,2,4)

b. respect for and understanding of "different" individuals and cultural lifestyles and values. (comp 2,4,5)

c. non-judgmental attitude; (comp 1,2)

d. belief that all persons are capable of change; (comp 1,2,5)

e. sensitivity and alertness to injustices, hurts, and threats to people's social welfare and well-being; (comp 1,2,4,5,10)

f. exercise of personal responsibility and initiative in carrying out goals of the social work profession; (comp 1,2)

g. humility regarding one's own limitations...and willingness to seek assistance; (comp 1,2,3)

h. understanding and acceptance of value conflicts; (comp 2)

i. self-awareness and striving toward personal improvement. (comp 1,2)

**Transfer Students and Credit**

Transfer students from within the University or from another institution must apply to and be accepted into the Social Work Program and have their social work adviser's approval prior to applying for initial progression to the Social Work Program. Those students wishing to transfer credit for Social Work Program courses 200 and 220 must be able to provide documentation that those courses have comparable course content and were taught by an instructor having an MSW. In order for courses starting at the 300 level or above to be considered for credit, they must be transferred from a CSWE accredited program.

Students transferring from a CSWE accredited program will have their transcripts evaluated on an individual basis. Every effort is made to avoid redundancy and continue to build on the foundation laid by the previously attended institution while ensuring the student's total educational outcome is consistent with UT Martin Social Work Program's goals and competencies. Advanced field instruction courses may not be transferred from either an unaccredited or accredited program.

**Procedures for Evaluating Courses for Transfer Credit**

1. Documentation of previous course work is provided by the student to the UT Martin Social Work Program adviser. A course for which a student is requesting transfer credit must be accompanied by the course syllabus. The following areas will be evaluated: course competencies, content outline, learning activities, theoretical frame of reference, and bibliographies.

2. The UT Martin Social Work Program Director will evaluate the course for fit with this Program's curriculum. The Director may wish to question students as to specific areas of learning or material presented.

3. The Social Work Program Director will notify in writing the student and adviser of the appropriateness of transferring each course requested and reasons for that decision. A recommended course progression will accompany the decision. A copy of the decision will be sent to the Registrar's Office. The Program Director's decision is final.
Policy on Course Waivers and Academic Credit

Academic credit for life experience and previous work experience is not given in whole or in part. This includes credit toward field instruction, volunteer work (field experience), or required or elective courses.

Licensure and Certifications

The Social Work Program, in collaboration with the College of Education, Health, and Behavioral Sciences (CEHB), has been approved by the Tennessee Department of Education to recommend individuals for licensure as school social workers when the following requirements have been met:

1. graduation from a CSWE accredited social work program;
2. completion of Social Work 375 Social Work in the School Setting;*
3. completion of Human Learning 325 Educational Psychology or Teacher Education 716 Growth and Development in School Age Students; 9-12
4. completion of Special Education 300 (500) Exceptional Child;*
5. completion of Educational Studies 450 (650) The School, the Teacher, and the Law;*
6. completion of Social Work 490 Social Work Field Instruction* (in a school setting), OR one year successful postgraduate experience as a school social worker or family and children social worker may substitute;
7. recommendation from the UT Martin Social Work Program; and
8. recommendation from the UT Martin College of Education, Health, and Behavioral Sciences (CEHB).

Applications are available in the Department of Behavioral Sciences Office and in Appendix D. (*Students must receive a grade of “C” or above to successfully complete courses.)

Child Welfare Stipend Program

The Social Work Program at UT Martin works closely with the Department of Children’s Services (DCS) and offers a stipend program. The stipend program will pay UT Martin tuition for a minimum of three and maximum of four full time semesters in the Social Work Program and the selected students will receive a stipend to aid with living expenses and books. The applicant for the program will be selected by DCS and in return will begin employment with the DCS upon graduation. The student agrees to work for the DCS for at least two years. During the stipend program involvement, the student will obtain two child welfare courses which will enable the student to become a certified case manager upon graduation. The stipend student must remain in good standing with the University and complete graduation within four semesters. The courses can also be taken by non-stipend Social Work students and they too can become a certified case manager with DCS. A certified case manager begins employment with DCS as a Case Manager II and receives a higher starting salary. In the event that the student is unable to complete their portion of the agreement the tuition and stipend will be refunded by the student in full. Students participating in the stipend program will experience their field work within DCS.

*************

NOTE: The Child Welfare II course should be taken the semester immediately prior to the students’ final internship. The student can also take the Child Welfare II course during their final internship if this occurs in the Fall semester only. In the case of a failed course, which delays the internship, the Child Welfare II course will be retaken in the form of an audited class to obtain a review of the material.
Social Work Courses (SWRK - 5820)

200 Introduction to Social Work and Social Welfare (3) Introduces students to the profession of social work and provides an overview of the professional knowledge, skills, and values necessary for generalist social work practice. An overview of the historical, philosophical, educational, and social dimensions of the social work profession. The origins, structure, and characteristics of the American social welfare system. Survey of the needs and problems people bring to social welfare agencies and patterns of societal responses. Special emphasis on rural areas.

220 Understanding Human Diversity and Oppressed Populations (3) Focuses on the dynamics and consequences of discrimination, economic deprivation and oppression on people of color, women, gay and lesbian persons. Other populations at risk are examined and distinguished by age, ethnicity, culture, class, and physical or mental ability. Exploration of personal and professional beliefs, values, roles and norms of culturally different clients and the use of culture in formulating appropriate intervention. (Same as WMST 220)

300 Social Welfare Policies and Services (3) Focuses on the identification of and relationship between social problems and social welfare policy. Emphasis is on social policy analysis using principles of social and economic justice as well as on intervention strategies at the local, state, national and global levels. The course will include 25 hours of community service learning. Prereq: Approval for initial progression

315 Social Work in Health Care (3) Provides special emphasis on evidence based practice with the elderly. The role of the social worker relative to the patient and his/her family and to medical personnel, medical terminology, and crisis intervention. Prereq: Instructor’s approval.

320 Human Behavior and Social Environment I (3) Introduction to theories that influence a holistic ecological perspective that includes biological, psychological, social, cultural, and spiritual development through childhood. General systems theory is used to provide a social work orientation to the understanding of human behavior in individuals, small groups, large groups, communities and formal organizations. Social and economic factors as well as sex/gender and race are considered as determinants of behavior. Prereq: Approval for initial progression; ZOOL 201 or 251; PSYC 101.

325 Social Work in Child Welfare (3) Focuses on child neglect and abuse, family treatment, foster care, adoptions and other family and children’s services within the child welfare system. Students are introduced to the best practices in child welfare. Prereq: Instructor’s approval.

330 Human Behavior and Social Environment II (3) Continues the presentation of a holistic ecological perspective which analyzes the life-cycle and organizational functioning focusing on the period from early adolescence through very old age, as well as the effect on systems of diversity, oppression, and populations-at-risk. Emphasis is placed on the interactional processes involved in the socialization of the individual as a member of the family unit, social groups, organizations and communities. Prereq: SWRK 320.

335 Social Work in Mental Health (3) Focuses on developmental disabilities and mental health issues and appropriate interventions with individuals, families, groups, organizations, and communities. Prereq: Instructor’s approval.

340 Social Work Practice I (3) Presents a generalist approach to the basic principles and concepts of social work practice. Building on foundation knowledge, values and skills introduced in SWRK 200, an ecological-systems approach to problem solving is emphasized. Introduction of the general methods of social work interaction with individuals is the primary emphasis. Prereq: SWRK 320 and concurrent registration in SWRK 350.

345 Juvenile Justice: Social Problems and Legal Issues for Social Work and Criminal Justice (3) Focuses on the juvenile, the family, and the community as related to and interwoven with legal issues, practices and processes encountered by the social work professional and the client. Restorative Justice practices are emphasized. (Same as CJ 370)
350 Social Work Practice Skills and Techniques (3) Offers lab-like interaction which builds on the theoretical information presented in Social Work 340. Skills and processes of engagement, data collection, assessment, intervention, evaluation, and termination phases, in service delivery with a variety of systems are included. This course focuses on interviewing and recording techniques which can be applied to all levels of social work practice. Role play and videotaped scenarios assist in development of skills. Student participation in a 3 hour per week field experience is required. Prereq: SWRK 320 and concurrent registration in SWRK 340.

355 Social Gerontology (3) Focuses on the social, psychological, biological, economic, legal, and health related issues confronting older adults, their families and society in general. Also explored are the service settings responsive to their needs.

365 Alcohol and Drugs (3) The effects of alcohol and other drugs on the brain and behavior. Takes a look at the components of addiction, and aspects of AOD treatment, including levels of treatment, genetic components impacting addiction and treatment, and best practices in AOD treatment.

375 Social Work in the School Setting (3) Provides understanding of the social worker's role in the interface between students, parents, schools, and communities. Focus on primary prevention and intervention in the school setting. Prereq: Instructor’s approval.

400 Social Work Practice II (3) Is the second of three courses providing the framework for evidenced-based generalist beginning social work practice and builds on the foundation provided in SWRK 340. Emphasis on family system. Also, an overview of group work, including a historical perspective and related group models. Focus on group formation, including assessment, composition, working agreement and stages of group development. Nondiscriminatory practice reinforced. Student participation in group observation is required. Prereq: SWRK 340 and approval for advanced progression.

410 Social Work Research and Evaluation (3) Introduces students to quantitative and qualitative methods of research used in social work. Emphasis is placed on developing the student’s ability to ethically use scientific inquiry as part of evidence based social work practice. Specific understanding of steps of evidence based practice are used as a tool for adding to the knowledge base of social work practice, evaluating one’s own practice, and evaluating social service programs. Prereq: Math 210 and approval for initial progression.

415 Social Work in Child Welfare II (3) This course is a preparatory course for certification as a child welfare worker. Specific knowledge, skills, and values of the Tennessee Department of Children’s Services practice model, competencies, and skills assessments are presented. Prereq: SWRK 325 and admission to the social work program. NOTE: The Child Welfare II course should be taken the semester immediately prior to the students’ final internship. The student can also take the Child Welfare II course during their final internship if this occurs in the Fall semester only. In the case of a failed course, which delays the internship, the Child Welfare II course will be retaken in the form of an audited class to obtain a review of the material.

425 Special Topics (1-3) Selected topics of current interest and importance. Prereq: Instructor's approval. Course may be repeated with different topics. A maximum of nine credit hours can be counted toward a degree in Social Work.

440 Social Work Practice III (3) Is the third of three courses providing the generalist method as a practice framework for beginning social work practice. Integration of knowledge, values and skills in problem solving, interpersonal helping, and intervention approaches with individuals, groups and communities. Primary emphasis on communities and organizations, including a global perspective. Ethical implications of practice examined in depth. Student participation in a 3 hour per week field experience is required. Prereq: SWRK 340 and approval for advanced progression.

455 Social Work Travel Study (Selected Topics) (1-6) A course designed as an educational travel experience in Social Work within the United States or internationally under the supervision of a university instructor. May be taught as an organized study-tour or as an independent travel and study project. Topics, prerequisites, and course requirements announced in advance. May be offered on a pass/fail basis. Students may repeat course with different topics. Not regularly offered. Requires instructor’s approval. A maximum of six credit hours can be counted toward a Social Work degree.
460 Social Work Senior Seminar (2) Integration of social work professional competency areas as defined by the Council on Social Work Education in a written case study. This course must be taken the semester prior to SWRK 490.

470 Social Work Field Instruction Preparation (1) A lab course designed primarily to prepare students for field instruction, professional employment and/or continued training. This course must be taken the semester prior to SWRK 490.

490 Social Work Field Instruction (12) Provides block placement for direct practice experience in a selected social work setting. Students’ activities supervised jointly by a designated agency employee in the work setting and by the Social Work Program Coordinator of Field Instruction or other designated social work faculty. Individual work with student interns and their supervisors is provided by periodic visits during the semester by faculty. Additional learning and preparation through regularly scheduled seminars. Field Education is designed, supervised, coordinated and evaluated based on criteria by which students demonstrate the achievement of program competencies. **Prereq:** Completion of all other courses required for graduation & approval for full progression.
III. ADMISSION, TERMINATION, AND APPEALS POLICIES AND PROCEDURES

Social Work Program Admission Criteria

After meeting those criteria outlined for admission to UT Martin and in compliance with University policy, a student may declare social work as a major upon admission or at any time thereafter. Upon approval for Initial Progression, the student is assigned a full-time social work faculty member, or another Department faculty member oriented to the social work curriculum, as an adviser. The adviser at that time works closely with the student to assure proper progression through the Social Work Program.

The UT Martin Social Work Program offers two pre-professional courses which are open to all students regardless of their major. These are: SWRK 200 Introduction to Social Work and Social Welfare and SWRK 220 Understanding Human Diversity and Oppressed Populations. All students declaring social work as their major must complete these pre-professional courses with a grade of "C" or better and make initial application to the Program.

A three-stage progression model is used to monitor entry into and advancement through the Social Work Program. This process enables the faculty and students to make an early assessment of feelings, reaction, impressions and beginning abilities to function as a helping agent within the profession. The student may also make alternate career selections before too great an investment is made if social work does not appear to be a satisfactory choice.

The following identifies progression criteria for social work students:

**Progression Model**

**Initial Progression**
1. Initial progression must be completed prior to enrollment in any social work courses beyond 220.
2. Successful completion of SWRK 200 and SWRK 220 with a grade of “C” or better.
3. Favorable review of the student's application for entry into the Social Work Program.
4. Cumulative grade point average minimum of 2.50.

**Advanced Progression**
1. Advanced progression must be completed prior to enrollment in Social Work 400 and/or Social Work 440.
2. Successful completion of SWRK 340 and all preceding required social work courses with a grade of "C" or better.
3. Approval by social work faculty. This process includes a close review of the student's performance in volunteer work.
4. Cumulative grade point average of 2.50.

**Full Progression**
1. Full progression must be completed prior to enrollment in Social Work 490.
2. Successful completion of a minimum of 90 semester hours with a cumulative grade point average of 2.50 or above and a grade point average in required social work courses of 2.75 or above.
3. Successful completion of Social Work 470 and all preceding required social work courses with a grade of "C" or better.
4. Approval by social work faculty. This process includes a close review of the student's performance in volunteer work for SWRK 440.

Course sequence is designed to carry the student through various levels of learning. Each level of learning in the social work curriculum requires a related field activity internship which enhances the student’s ability to relate what is taught in the classroom with actual practice in a work setting.
Admission Procedure

Initial Progression

The admission procedures which social work majors are expected to follow for initial program progression are listed below:

1. The student must submit a complete Application for Initial Progression, accompanied by a Self-Assessment Form, three letters of personal reference, and an essay of approximately 300 words. Application forms are found in Appendix E of the Advisement Handbook for Social Work Majors and are available from advisers and in the Department of Behavioral Sciences’ office;
   a. specific courses in the required sequence may not be taken prior to approval for admission to the initial program progression; therefore, the application must be submitted in the semester prior to the one in which SWRK 300 and/or SWRK 320 courses are to be taken. The deadline for submitting applications is no later than the last day to drop a course which is listed on the academic calendar of the Schedule of Classes;
   b. transfer students and UT Martin students from other programs who change their major to social work are required to arrange an interview with a faculty member during their first semester in social work before submitting an Application for Initial Progression to the Social Work Program.

2. Students are to arrange for a personal interview with the Admissions Committee. The interviews are conducted within four weeks after the time for submitting the Application for Initial Progression.

3. The Admissions Committee meets to interview the applicant and reach a decision on the application. The decision reached by the Committee may be one of the following:
   a. approval as a social work major for initial progression;
   b. conditional approval for initial progression accompanied by an Individual Student Plan for Conditional Admission (Appendix I);
   c. denial of admission as social work major;
   d. decision deferred for a specified period of time for further consideration by the Admissions Committee.

4. Once the committee has reached its decision, the student is notified in writing, and reasons or conditions for the Committee's actions are explained. The process for admission grievances and hearings is covered later in this Handbook.
**Admission Interview**

1. Academic requirements are reviewed and the student is informed that (s)he either meets the requirements or is deficient in a particular area(s). Additionally, the student will be advised that once approved as a social work major at the initial progression, (s)he must continue to meet GPA and nonacademic performance requirements at each progression level to remain in the Program.

2. In addition to academic requirements, other nonacademic criteria (See Termination Section) determining continuation as a major is explained.

3. Other matters which may be discussed and explored with the student include:
   a. motivation for majoring in social work and entering the profession;
   b. if applicable, reasons for changing his/her major to social work;
   c. reasons the student feels (s)he is suitable for the field of social work;
   d. student's perception of his/her aptitude for the profession of social work;
   e. practice areas or target population in which the student would not want to pursue field placement or employment;
   f. a particular social issue important to the student.

4. Students have the opportunity to ask any questions about the Social Work Program or the profession of social work.

5. The NASW Code of Ethics (Appendix C) is reviewed and the student is encouraged to ask questions. The student is then asked to sign a statement that (s)he agrees to abide by the code and understand that violations could result in sanctions, including termination from the major.

**Advanced Progression**

The admission procedures which social work majors are expected to follow for advanced progression are:

1. students must submit a completed Application for Advanced Progression prior to registering for SWRK 400 Social Work Practice II and/or SWRK 440 Social Work Practice III. Applications are in the back of the Advisement Handbook for Social Work Majors (See Appendix F), and are available from student advisers and in the Department of Behavioral Sciences’ office. The application must be submitted in the semester prior to the one when Social Work Practice II or III are to be taken. The deadline for submitting applications is no later than the last day to drop a course listed on the academic calendar of the Schedule of Classes. Applications are to be submitted to the Social Work Program Secretary;

2. student applications are reviewed by the Admissions Committee the end of each semester and a decision is reached on the application. The Committee does, upon receipt of the first field experience evaluation, require the student to be interviewed by the total Committee prior to making a final decision. As with initial progression, the decision reached by the Committee may be one of the following:
   a. approval as a social work major for advanced progression;
   b. conditional approval for advanced progression accompanied by an Individual Student Plan for Conditional Admission (Appendix I);
c. denial of advanced progression as a social work major;
d. decision deferred for a specified period of time for further consideration by the Admissions Committee. Any student not satisfied with the Committee's decision has the opportunity for a fair hearing. The process for admission grievances and hearings is described in a later section of this Handbook.

Full Progression

The admission procedures which students are expected to follow for full progression in the UT Martin Social Work Program are:

1. students must submit a completed Application for Full Progression, accompanied by a current resume, Faculty Student Progression Assessment, and Personal Professional Development Plan for readiness for field placement to the Field Instruction Coordinator. The application must be submitted in the semester prior to the one in which SWRK 490 Social Work Field Instruction is to be taken. The deadline for submitting applications is no later than the last day to drop a course listed on the academic calendar of the Schedule of Classes. Applications are found in Appendix G of the Advisement Handbook for Social Work Majors and are available from student advisers and the Department of Behavioral Sciences’ office.

2. the Admissions Committee meets at the end of each semester, upon receipt of the second field experience evaluation and application submission to reach a decision on the application. The Admissions Committee requires the student to be interviewed by the total Committee prior to making a final decision. The decision reached by the Committee may be one of the following:
   a. approval as a social work major for full progression;
   b. conditional approval for full progression accompanied by an Individual Student Plan for Conditional Admission (Appendix I);
   c. denial of full progression as a social work major;
   d. decision deferred for a specified period of time for further consideration by the Admissions Committee.

NOTE: Any student not approved for full progression in the UT Martin Social Work Program is not eligible to register in SWRK 490 Social Work Field Instruction. Graduation from UT Martin with a BSSW is based on the successful completion of SWRK 490 Social Work Field Instruction.

3. once the Admissions Committee reaches its decision, the student is notified in writing, and reasons or conditions for the Committee's actions are explained. Any student not satisfied with the Committee's decision has the opportunity for a fair hearing. The process for admission grievances and hearings are described in a later section of this Handbook.

4. upon approval by the Admissions Committee for full progression, the Field Instruction Coordinator reviews the application for appropriateness and confirmation of field placement. The student schedules an appointment to review placement data upon notification of approval for full progression.

5. students must continue to meet admissions and other requirements in both academic and nonacademic performance. Failure to do so may result in referral to the designated Program, Department, or University committee for review of the appropriateness of the student’s continuation in the Program.
6. The Faculty Progression Assessment Form is completed for the third and final time at the full level of progression and the results are utilized in the students’ portfolio scores and for program evaluation.

Procedures for Terminating Students from the Social Work Program

No student will be denied the opportunity to major in social work without diligent efforts first being made to accommodate the student. In many instances an Individual Student Plan for Conditional Admission (see Appendix I) will be completed with the student in an effort to address concerns raised. However, the Social Work Profession is not for everyone who wants to pursue it, and the Program has an obligation to discourage and deter those few individuals who may be better suited for a different career.

Academic Termination

The UT Martin Social Work Program may terminate a student from the Program if that student does not meet the academic criteria outlined in the Program progression. For initial progression a student should be in good standing academically with the University indicating a cumulative GPA of 2.50 or above. The student must also receive a grade of "C" or better in SWRK 200 and SWRK 220 courses. In the advanced progression a student should be in good standing academically with the University, indicating a cumulative GPA of 2.50 or above, successful completion of SWRK 340 and SWRK 350, with a grade of "C" or better, and approval by social work faculty. Full progression requires students to complete a minimum of 90 semester hours with a cumulative GPA of 2.50 or above and a GPA of 2.75 or above in the required social work courses; successful completion of SWRK 470 and all preceding required social work courses with a grade of “C” or better, and approval by social work faculty.

The progression model is designed so that faculty may identify students with academic difficulties early. When concerns are identified or the student does not meet the minimum requirements for that progression, an Individual Student Plan for Conditional Admission (Appendix I) is completed immediately with the student. Special assistance may be suggested such as: participation in the writing lab, math lab, tutoring, or testing. A time frame for completion and review is agreed upon when the plan is completed. The facility works closely with the student to help ensure a favorable outcome. If compliance with the Plan is not attempted or if the problem is not corrected, termination may result.

If a grade of “D” or “F” is received in a required social work course necessitating that it be retaken in an effort to receive a grade of "C" or better, it may only be retaken once. SWRK 490 Social Work Field Instruction may only be taken once. Therefore, if a required social work course is taken twice without receiving a grade of "C" or better, or SWRK 490 Social Work Field Instruction is taken once without receiving a grade of "C" or better, a student will be excluded from the UT Martin Social Work Program.

Non-Academic Termination

The Social Work Program also may terminate a student for nonacademic performance. The UT Martin Student Handbook outlines reasons for termination from the University under the section titled "University Policies and Procedures." Standards of Conduct and Academic Integrity are seen in the Handbook outlined under “Student Responsibility.”
http://www.utm.edu/studenthandbook/stuhandbook0809.pdf

Withdrawal or Temporary Suspension

The UT Martin Student Handbook outlines the judicial system including the disciplinary personnel, hearing procedure, and disciplinary actions, and penalties. The Handbook outlines specific guidelines for withdrawal or temporary suspension due to mental or physical problems as follows: When a student is unable to effectively pursue his/her academic work, (or when his/her behavior is disruptive to the normal educational processes of the
University), or constitutes a threat to members of the University community, due to alcoholism, drug addiction, mental instability or other physical or psychologically incapacitating illness or condition, (s)he may be withdrawn or temporarily suspended from the University as hereinafter provided.

**Withdrawal**: A student may be withdrawn from the University only after an evaluation of his/her mental and physical condition by a panel of at least three persons appointed by the Vice Chancellor for Student Affairs. The student shall be notified of the reason for the evaluation and given an opportunity to present evidence to the panel. The panel's findings and recommendations shall be forwarded to the Vice Chancellor who will notify the student in writing of his decision. A student withdrawn under this procedure shall not be readmitted to the University without the approval of the Vice Chancellor.

**Temporary Suspension**: Whenever a student, because of his/her mental or physical condition, constitutes a danger to person or property, or when his/her behavior is disruptive to the normal educational processes of the University, (s)he may be suspended from the University, for a reasonable period of time, by the Vice Chancellor for Student Affairs or his/her designee. If the University does not withdraw the student in accordance with the procedure outlined above, (s)he may return to the University at the end of the suspension period.

In addition to the preceding University policies, the UT Martin Social Work Program recognizes the need to screen students for the Program based on criteria peculiar to the social work profession. The Program has responsibility to its students and to potential clients/consumers and the field of social work to assure that Program graduates not only possess an acceptable level of knowledge and skills, but adhere to the values of the profession. Therefore, students found in violation of the NASW Code of Ethics (Appendix C), such as regard for individual worth and dignity, respect for an individual's right to self-determination, respect for and acceptance of the unique characteristics of diverse populations, the dynamics and consequences of discrimination, economic deprivation and oppression, as well as other imperative values of the profession may be terminated from the Social Work Program. Emphasis is placed on understanding the effects of discrimination, economic deprivation, oppression upon people of color, women, and gay and lesbian persons. The Program understands that it is a process for some students to acquire these values. As with the knowledge and skill domains, the learning process of values and ethics occurs in degrees: acquaintance, appreciation, acceptance, understanding, and the ability to apply. This is one of the major reasons the progression model was instituted. Application is made for initial progression after the exposure in SWRK 200 and SWRK 220 to social work ethics and values.

At the time of initial progression application, the student is asked to sign, indicating understanding and willingness to abide by the NASW Code of Ethics. (Appendix C) The interview at this level provides the student and faculty a formal forum for discussing concerns regarding the student's ability to comply with the Code. If areas of concerns are identified at this stage, an Individual Student Plan for Conditional Admission (Appendix I) is prepared with the student. The goals are to assist students in determining their personal fit with the profession. A second and third progression are built into the Program to give an optimum opportunity to identify possible value or ethical conflicts between the student and the profession and to address those prior to placement in an agency or field instruction. An Individual Student Plan for Conditional Admission (see Appendix I) may be done at any time. The plan will contain agreed upon behaviors to assist in increasing the student's understanding and internalization of those values. Suggestions for plans might include increased readings, interviews, observations, exposure through forums or other educational settings, videos, additional self-awareness exercises, research projects, etc. If the plan agreed upon is not attempted or if the area of concern is not resolved, the student will be excluded from the Program.
Selecting Out Students from the Social Work Program

Social work education serves the function of assuring that competent persons enter the social work profession. Protection of the integrity of the profession and the rights of clients to quality service requires that graduates from accredited social work programs be prepared to deliver social work services in a professional manner. At times it becomes necessary to reassess a student's motivation and suitability for a career in social work. The criteria established for this decision will include one or more of the following:

1. **Inadequate Academic Performance.** Any student who consistently performs at below average levels in course work or is excessively absent is subject to critical review by the Student Affairs Committee; such review is mandatory for students who do not meet the grade point requirements when applying for full progression.

2. **Lack of Adaptation to the Goals of the Social Work Program.** A student may demonstrate through behavior and attitudes expressed into the classroom little or no commitment to the social work profession. Prejudices and other judgmental attitudes may present themselves; this is understandable as long as the student is willing to develop self-awareness and grow toward professionalism. However, a student who continues to reject social work values or does not comply with the NASW Code of Ethics will be:
   a. encouraged to select another major;
   b. denied admission to the major;
   c. terminated from the UT Martin Social Work Program.

3. **Inadequate Interpersonal Relationship Skills.** Social work requires the ability to relate to others non-judgmentally and with warmth and genuineness. Although the ultimate test of the student's interpersonal skills in relationship to clients, faulty relationships with faculty and peers may raise serious questions about the student's ability to perform effectively as a social worker.

4. **Personal Problems.** A student may have personal problems which are so overwhelming that they prevent the development of self-awareness and skills necessary for social work practice. Such students will be referred for appropriate help. Students who have been identified by faculty as not meeting suitability requirements in either the academic or non-academic areas may be referred to the Student Affairs Committee. This Committee consists of the social work faculty and two social work majors, with the Director of the Social Work Program serving as an ex officio member.

Students are advised of the option of being referred to the Student Affairs Committee, the purpose of the Committee, and their rights and the possible recommendations and actions that could occur. The student appears before the Committee to present the situation which will be reviewed thoroughly by the Committee. At this point in the process, the Social Work Program Director does not participate as a member of the Committee. The Committee then makes one of the following recommendations to the Social Work Program Director: (1) permit the student to continue in the Program under specified conditions that must be met within a stated time period. However, there must be evidence that the student has the potential and motivation to correct or make satisfactory improvement in the deficiencies that brought the student to the attention of the Committee; or (2) not allow the student to continue in the Social Work Program. The Committee would then recommend that the student receive appropriate counseling to make a different career choice.
After the Committee's recommendation is forwarded to the Social Work Program Director, the Social Work Program Director in the capacity of ex officio member of the Committee, meets with the Committee to reach a final decision. Once a final decision is made, the Committee prepares a written report which is submitted to the student, and a copy of the report is placed in the student's file. Students who are not in agreement with the Committee's decision can utilize the Department's and/or University's grievance mechanisms to voice their appeal.

(http://www.utm.edu/studenthandbook/stuhandbook0809.pdf)

Social Work Program Grievance and Appeal Procedures

A grievance is defined as any dissatisfaction offering as the result of a student's belief that any academic situation, including field instruction, affects the student unjustly or inequitably. Grievances may include, but are not limited to grades, mistreatment by faculty, adjunct faculty or staff of the Department of Behavioral Sciences, or discrimination on the basis of sex, race or any other improper treatment. The following procedures are applicable for a student with a grievance:

1. discuss the issue with the person(s) alleged to have caused the grievance;

2. if the matter is not resolved after discussion with the person(s) involved, the student should contact the Director of the Social Work Program to discuss the matter;

3. if resolution is not found at the Social Work Program administrative level, the student should address a written petition to the Social Work Program's Committee on Student Affairs. The petition should address the relevant facts surrounding the grievance and the nature of the action the student is requesting the Program to take. The Committee will then take the following steps:
   a. gather all relevant information, including written and oral statements, from the aggrieved student, the person alleged to have caused the grievance, and any other appropriate persons;
   b. prepare a written report which states the Committee's findings and, if the alleged conditions concerning the grievance are found to exist, a recommendation as to the action which should be taken;
   c. submit the report to the Director of the Social Work Program for administrative action;

5. the student, if still not satisfied after resolution at the Social Work Program level, has the right to appeal to the Department level. The student should contact the Chair of the Department of Behavioral Sciences to discuss the matter and if resolution is not reached, prepare to appeal to the Department of Behavioral Sciences’ Grievance Committee and proceed with University appeals procedures as outlined in the Hearing Procedures in the UT Martin Student Handbook. (http://www.utm.edu/studenthandbook/stuhandbook0809.pdf) A copy of the Advisement Handbook for Social Work Majors is kept in the Department of Behavioral Sciences’ office.
IV. FIELD INSTRUCTION

The field instruction is an integral part of the curriculum in social work education. SWRK 490: Social Work Field Instruction consists of one semester block placement of generally 40 hours per week for a total of approximately 600 hours per semester. Field instruction is educationally directed and professionally supervised to provide students with the opportunity to engage in generalist social work activities in social service agency settings. Students are placed in agencies located primarily in the Weakley/Obion County areas of Northwest Tennessee. However, a few students are placed as far away as Memphis and Nashville. Utilized fairly frequently are agencies located in Southwest Kentucky and Northeast Mississippi.

The Coordinator of Field Instruction is responsible for student placement in agencies consistent with guidelines determined by faculty. Only those requests processed formally through the field coordinator will be considered. Each placement requires a formal referral and approval.

Instruction Prerequisites

Students planning to enter field placement must submit their self-assessment along with their Application for Full Progression (Appendix G) in the immediately preceding semester. This document requests specific information concerning the student’s employment/volunteer experience; the kind of learning experiences requested; and special needs or requests. Prior to completing the form, students are advised to review the Agency Resource File which is maintained in the Department of Behavioral Sciences office. This file contains a list and information about agencies that have been used by the UT Martin Social Work Program. Students are required to list three choices for placement on their questionnaire, and every effort is made to comply with one of their requests.

Students should have completed all required liberal arts course work and must have completed all required social work courses with a grade of C or better. They also must have a cumulative GPA of 2.5 or above and a Cumulative GPA in the required social work courses of 2.75 or above to be eligible for the field instruction.

Placement Procedures

The Field Coordinator meets with prospective field students as a group at the beginning of the semester, prior to their application for field. (S)he provides an overview of placement agencies listed in the Agency Resource File and responds to any questions the students may have. Students are given an Application for Full Progression (Appendix G) to complete after the meeting.

Field Placement Decision

The placement decision is made by the Social Work Program Field Coordinator and is a reflection of student input from the questionnaire, meeting, and conference. Decisions are based on the availability of resources approved as field settings.

The placement decision is made after the student initiates and completes a placement interview with his/her Coordinator (approved first or second choice). Each request is given full consideration with special attention to transportation needs, physical access, out of state placement request, and requests for deviations in scheduling.

The student placement roster, containing all identifying information on the field settings and the assigned students, is prepared by the Coordinator and distributed to the field liaison for review and comment. A copy is provided to each student in placement in order to facilitate networking, problem solving, and support among classmates.
Field Placement Confirmation

If, after the placement interview, the student and the agency are positive about the placement, the Social Work Program Field Coordinator confirms the student’s assessment with a telephone call, which is then followed up with format written correspondence. A packet is sent to the agency, containing a field manual, a field calendar, information and guides for field instructors, a resume of the assigned student, and an invitation to the field instructor’s orientation.

Student Professional Liability Insurance

Because students in field practice can be charged with malpractice, they are required by the University to carry student professional liability insurance. The insurance is provided via the University or NASW and the cost varies according to the charges made by the University’s insurance carrier. However, the cost is relatively low and no students are allowed to begin field practice before paying their fees. The student professional liability insurance description of coverage reads as follows:

1. covers liability of students and/or faculty members for the actions of the students while they are engaged in a University of Tennessee directed educational activity relating to their professional field;
2. covers all locations on and off campus;
3. limits of liability: $1,000,000 per claim and 6,000,000 per annual aggregate per student;
4. insurance company: Granite State Insurance Company;
5. No individual policies will be issued. This office, upon request by the host location (practice site), will provide Certificates of Insurance evidencing the existing insurance.

Should the student choose to acquire liability insurance through the NASW, the student will be required to provide the University with a copy of proof of insurance/receipt.

Integrative Seminar

Students meet during the semester in three all-day seminars. The purpose of these seminars is to reinforce field instruction learning by discussing and furthering appreciation for a variety of social work instructional formats include discussion, workshop, and case method.

Field Instruction Evaluation and Grading Policy

The field instruction, which assigns letter grades, must be completed with a “C” or better, and may not be repeated. The field practice grade is assigned by the field liaison with input from the field instructor and the student. The grade (a letter grade) is based primarily on the student’s performance in the agency.

A written evaluation of each student’s progress in field instruction is required at the end of each semester. The evaluation should be read and signed by the student. Signing the evaluation only signifies that the student has read it. However, the student retains the right to go through the grievance process if (s)he disagrees with the evaluation.

Background Checks and Additional Agency Requirements

Students should be advised that some internship placement sites may have additional requirements including but not limited to: background checks, fingerprinting, drug testing, immunizations, and/or other health screenings, etc. It is the student’s responsibility to cover any costs associated with these requirements. Students should work with the Social Work Field Coordinator regarding specific requirements and linkage to available entities that provide these services.
Examples of
Social Work Field Placement Agencies

Adolescence Residential—Natchez Trace Academy (Centerville, TN), McDowell Center (Dyersburg)
Alcohol/Drug and Psychological Program – Union City (Baptist Memorial Hospital)
Alternative Schools – Dresden
Avalon Hospice—Jackson, TN
Baptist Memorial Hospital Counseling and Treatment Services – Union City
Behavioral Centers – Jackson (Pathways)
Board of Probation and Parole – Dresden, TN
Carey Counseling Center – Huntingdon, Paris, Trenton, Union City, Camden
Catholic Charities of TN, Inc. – Nashville
Child Development Services – Dyersburg, Huntingdon, Martin (TN CARES), Tiptonville
Children’s Group Homes –Tennessee Baptist (Chattanooga, Memphis, Nashville)
Community Development Services – Martin
Community Health Agencies – Union City (Northwest)
Counseling Centers – Dyersburg, Department of Children’s Services (DCS), Carey (Huntingdon, Paris, Trenton), Martin and Jackson (Pathways)
Department of Children’s Services – Dresden, Paris, Huntingdon, Jackson, and Camden
Department of Human Services – Brownsville, Dresden, Dyersburg, Huntingdon
Department of Social Services – Fulton (KY)
District Public Defender’s Office – Dresden, Hickman (KY), Trenton
Employment Security – Dresden
Family Resource Center – Covington (Tipton County), Hickman and Paris (Family Ties), Trenton (Special School District), Fulton City Schools
Juvenile Court Services – Dresden, Frankfort (KY), Jackson, Union City
Headstart – Martin, McKenzie, Memphis, Dresden
High School – Milan
Hospice and Home Health – Martin (University, McKenzie (Tri-County)
Hospitals – Fulton KY (Parkway Regional), Jackson (HCA), Milan (City of Milan), Martin, (Volunteer Community), Trenton (Gibson General), Union City (Baptist Memorial)
Legal Services – West Tennessee (Dyersburg, Huntingdon, Jackson)
Medical Center – Paris (Henry County)
Mental Health Institutions – Bolivar, Jackson (Counseling Center/Psychological Hospital)
Police Departments – Dyersburg (Youth Guidance Division)
Procare – Bolivar, Jackson (Selmer Branch)
Rehabilitation Centers – Martin (Cane Creek)
Rest Homes – Dresden (Hillview, Weakley County), Martin (Martin Health Care, Van Ayer), Union City (Obion County, Union City Manor)
Reelfoot Rural Ministries – Obion
Senior Adult Centers – Martin
Schools – Milan, Dresden, Huntingdon, Covington, Paris, Hickman, KY
Tennessee Board of Paroles – Dyersburg, Jackson, Paris
Training Center – Trenton (C.S. Patterson Training Center)
UT Martin Infant Stimulation Program
Vocational Centers – Huntingdon (Carroll County), Dresden (Weakley County), Union City (Obion County)
Women’s Resource and Rape Assistance Programs – Jackson
Listing of Some Career Opportunities for Social Work Majors

Alcohol and Drug Related
Big Brother/Big Sister Organizations
Boys/Girls Clubs of America
Boy/Girl Scouts of America
Bureau of Indian Affairs
Child Caring Institutions (public-private)
Child Development Centers
Christian Social Work Ministries
Day Care Associations/Centers
Dialysis Clinics
Easter Seal Programs
Home Health and Hospice Agencies
Hospitals
Housing Authorities
Industry (Employee Assistance Programs)
Juvenile Courts and Probation
Maternity Homes
Mental Health Centers/Hospitals (in/out patient)
Military Social Services
OEO Program (Head Start)
Police Departments
Prisons/Penal Institutions
Psychiatric Hospitals
Public Health Agencies (city/state)
Public Schools
Public Welfare Agencies
Red Cross
Religious Programs
Services to the Aging: Gerontology
Social Security Administration
Veteran’s Administration
Vocational Rehabilitation
Others
V. PORTFOLIO CRITERIA FOR GRADUATION EVALUATION

Areas of Measurement

In developing minimum standards for graduation with a BSSW degree, recognition is given to a student’s individuality and the following criteria allows students’ strengths to balance areas where a student has achieved minimum scores. There are five areas which are measured to give a composite score required for graduation, with a minimum score designated within each area. The five areas include social work grade point average (GPA); capstone score; ACAT score; field experience score; and a community service learning score. Scoring in each area is as follows:

**Exit Exam**
- 28* - 30 = 1 point
- 31 - 33 = 2 points
- 34 - 37 = 3 points
- 38 - 41 = 4 points

**Capstone Score**
- 455* - 504 = 1 point
- 505 - 552 = 2 points
- 553 - 600 = 3 points
- 601 - 650 = 4 points

**ACAT (Area Concentration Achievement Test)**
- 408* - 506 = 1 point
- 507 - 605 = 2 points
- 606 - 702 = 3 points
- 703 - 800 = 4 points

**Field Experience Score**
- 819* - 906 = 1 point
- 907 - 993 = 2 points
- 994 - 1081 = 3 points
- 1082 - 1170 = 4 points

**Community Service Learning**
25 hours required
Points will be determined by documentation presented by each student at advanced progression. A maximum of 4 points will be assessed.

*Denotes minimum score necessary in each category.

Maximum number of points possible equals 20. **A student must have a minimum composite score of 10 for graduation.**
Community Service Learning

Social work students are required for a portion of their portfolio to participate in community service as a student at UT Martin, and our hope is throughout their lifetime. Social work is a proactive profession and is not only an employment choice, but a life style choice. Advantages to community service may include:

- developing new talents and abilities in leadership skills, organizational skills, and public speaking;
- impressing future employers;
- expanding students’ personal world puts them in touch with people they might not otherwise meet and opportunities they might not otherwise have;
- allowing students to grow in a positive way; and
- breaking down preconceived notions and prejudices.

Choice of projects is only limited by your imagination. Check with a member of the social work faculty for approval of individual ideas. Documentation of work and hours completed is each student’s responsibility. Some possible projects might include:

- **Volunteer Work:** volunteer for a social service agency (in addition to required field experience); mentor an at-risk youth; adopt a grand friend; make gift baskets for special occasions for domestic violence shelter, children in state custody, residents of mental health group homes, or seniors; habitat for humanity; meals on wheels; conduct babysitting club training (Red Cross certification required); read to children or seniors; tutoring for literacy or English as a second language; Special Olympics; assist with voter registration and transportation to the polls; etc.

- **Community Development and Beautification:** lawn care for the elderly or disabled; identification of community hazards and taking action to remedy those identified; plant trees; etc.

- **Service for Religious Organizations:** teach religious instruction; chair committees; chaperone youth outings; etc.

- **University Service:** Student Social Work Association; Alpha Delta Mu; Student Government Association; Student Activities Council;

- Or other organizations – committee and project participation, chair committee, hold office; fraternity or sorority service projects.

The Community Service Learning requirement is associated with the SWRK 300 course. Further explanation of documentation will be addressed during this course.
VI. OTHER IMPORTANT INFORMATION

Social Work Student Advisement

Advising of each student is of critical importance to the Social Work Program. Therefore, each adviser attempts to work with each advisee to ensure a plan for timely academic progression through the Social Work Program that is conductive to a quality education. As the social work curriculum only allows for a minimum amount of elective hours, it is imperative that students understand the requirements and pursue the course of study at their desired pace. Close monitoring prevents surprises for the students later. Together the student and adviser work to develop the best on-going plan to help assure that the students reach their goals with the least amount of confusion. A good advising program requires teamwork and cooperation between faculty members and students.

Equally important, advising in social work is essential to getting to know students in an effort to give guidance as to their appropriateness for the social work profession. As the Social Work Program has grown, the importance of the advisee-adviser relationship continues to grow. The values of the social work profession are taken very seriously. Often students will need additional attention as they sort out the match of their values with those of the profession. It is sometimes necessary to recommend to a student an alternative course of study if irreconcilable value differences between the two are found.

Progression Admission to the Social Work Program (see pages 23-26 of this handbook) allows not only early but frequent forums for advising. The three levels of progression --initial, advanced, and full--- provide a formal mechanism for evaluating and advising students of their academic and non-academic performance.

An advisor is also essential to the student in assisting in career planning to meet his/her educational and career goals. The relationship which is developed over the course of the student's progression through the Program makes a team effort logical in working toward this decision with the Social Work Field Coordinator.

Advisement of UT Martin's Social Work Program full-time majors is done only by Social Work faculty, after admission to initial progression. All full-time faculties have at least a master's degree in Social Work. All full-time faculties participate in curriculum and Program development, making them fully knowledgeable about the Program. Updates on Program material and University level changes affecting advising are disseminated in regular meetings of the social work faculty. The full-time faculty work very closely as a team. Due to the relatively small number of faculty, they are able to be very flexible with students, providing coverage for each other with students when the primary adviser may be temporarily unavailable. The faculty works together to ensure each advisee gets the same information and direction consistently from each adviser.
Advisement Policies and Procedures

New and Transfer Students
1. Students come to the Department of Behavioral Sciences Office to fill out a Change of Major Form officially declaring Social Work as their major. As soon as the Change of Major Form is delivered by the student to the Office of Academic Records and the Office of Academic Records officially changes the student’s major, students are assigned an adviser.
2. Students must meet with their adviser or the Director of the Social Work Program as soon as possible after declaring their majors. The student is assisted with an academic plan and is given a copy of the Program Admission and Progression Procedures. (see pages 23-26)
3. Students who arrive on campus during registration, or when school is not in session and their assigned adviser is not available, may obtain assistance from any social work faculty member who may be available during that time.

All Students
1. It is the responsibility of the student to become familiar with the requirements for the BSSW degree that are in the UT Martin Catalog; the Advisement Handbook for Social Work Majors and the Social Work Field Instruction Manual.
2. Students should initiate scheduled conferences with their adviser on a regular basis. Advisers cannot usually see every student who may want advice at a particular time without an appointment, especially during registration. Each adviser assists the students in long range planning, thus making registration less confusing.
3. The student should have the adviser review the student's schedule before registration to ensure consistency with his/her plan. A draft for review should be made in advance and presented to their advisor at the time of the appointment.
4. The student should consult with his/her adviser for assistance and advice in making application at each level of progression.
5. Requests for change of faculty adviser must be made in a letter addressed to the Director of the Social Work Program, giving reasons for the change.

Policies and Procedures for Repeating a Social Work Course

1. Students earning a grade of "D" or below in a required Social Work course are eligible to repeat the course only one time.
2. Students are allowed to repeat only two required Social Work courses in which they receive a grade of "D" or below.
3. SWRK 490 Social Work Field Instruction may not be repeated.
   - Students requesting exception to these policies must write a letter to the Director of the Social Work Program requesting readmission to a social work course. The letter must include documentation to support unusual or extenuating circumstances contributing to the academic problem and a readiness to meet expected standards of performance.
   - The Director of the Social Work Program, in conjunction with the Student Affairs Committee, makes a final decision after careful consideration of all information available. The student will then be notified of the decision in writing.

These policies are applicable to declared social work majors as well as those approved for progression.
Policy on Recovering Persons

Those individuals enrolled in the Social Work Program who are in various phases of recovery from particular kinds of problems (such as mental illness, drug and alcohol addictions, etc.), may not be placed in field instruction until they have experienced at least one year of recovery and/or provide a written recommendation from a mental health professional who has prior knowledge of the status of the individual's recovery.

Student Participation on Program and Department Committees

In addition to the opportunities for active participation at the University level, the Department of Behavioral Sciences allows for student representation at faculty meetings. The meetings are open to the officers of the student organizations or their designees. The President of the Student Social Work Association also serves on the Department Grievance Committee. An elected student representative also serves on the Department's Curriculum, Library, Research, and Grievance Committees.

All the standing committees in the Social Work Program include student representation. The Social Work Program Director serves as an ex-officio member on all committees.

The committees which provide for student representation are as follows:

**Curriculum Committee** - The purpose and objectives of this Department Committee are to develop, monitor, and review all matters relating to the Program curriculum in relation to accreditation standards and practice needs, and make recommendations subject to Program, Departmental, and University approval. The Committee is comprised of all Social Work faculty and a minimum of three student representatives. Students are elected by the general body of social work majors.

**Student Affairs Committee** - The purpose and objectives of the Social Work Student Affairs Committee are to coordinate student advisement, recruitment, and orientation functions. This Committee also deals with matters regarding admission to the Social Work Program, student continuance in the Program, student grievances, and student termination. This Committee is comprised of all social work faculty and two students. The faculty participates in the selection process of the students who serve on this Committee. Nominees must receive unanimous approval by faculty prior to the general election by the social work majors.

**Library Committee** - The purpose and objectives of this Department Committee are to monitor library holdings as they relate to the Program's needs and make recommendations to the Department's Library Committee for additions or changes. The Committee is comprised of one Department faculty member and two student members. Social work student members are elected by the general body of social work majors.

**Professional Practice Advisory Council (PPAC)** - The purpose and objectives of the Council are to contribute to the ongoing evaluation of the total curriculum and advise the Program about curricular and Program planning as it relates to current needs of the professional community. This exchange helps to maintain educators' awareness of the complexity of the tasks facing those in social work practice; how political and economic changes affect service delivery; and the emerging trends that may influence staffing patterns and practice needs.

This Council also participates in the ongoing evaluation of the Field Instruction Program in order to keep the Program current and consistent with the needs of the field student in the preparation need for generalist social work practice.

In order to achieve Council objectives, the Council is comprised of faculty, students, practitioners, alumni, field instructors, and administrators of social agencies. The student representatives are the Presidents of the Student Social Work Association and Alpha Delta Mu or his/her designee.
Teacher, Course, and Text Evaluation

Students submit evaluations of instructors, courses, and texts at the end of the semester. A formal written evaluation is administered and evaluations are used in assessment of the curriculum as well as personnel.

All faculties are open to informal, ongoing feedback from students. This information is important and used for course modification. Social Work faculties are also open to input on their teaching methodology.

UT Martin Student Social Work Organizations

**UT Martin Student Social Work Association (SSWA)** The purpose of the UT Martin SSWA is to provide students with an opportunity to investigate major social problems from both an academic and service-oriented frame of reference, and to participate in activities which will serve to coordinate those two approaches. Its aim is to make students more knowledgeable about social problems of national and international scope and to provide students with opportunities to devise and implement meaningful remedies for the problems at the community level. The Association is open to all students who are interested in becoming involved through service to the University community, as well as the larger geographic area of Northwest Tennessee.

The UT Martin SSWA has five elected officers which are: President, President-elect, Secretary, Treasurer, and Minority Affairs Representative. The officers are elected annually, during the fall semester. Dues for membership are five dollars ($5.00) per semester.

The Association has four committees in which a student may become involved. They include the Social Program Committee, Social Action Committee, Communications and Liaison Committee, and Finance Committee. Special committees are appointed as needed. A banquet is sponsored annually by the SSWA and Phi Alpha during March, which is National Social Work Month.

The UT Martin SSWA Constitution and By-Laws are found in Appendices J and K. They provide for full information on the Association, its membership, its officers and committee functions.

**Phi Alpha** Phi Alpha is a national honor society exclusively for social work majors. This Society gives special recognition to social work majors who have performed at an exceptionally high academic level.

A Phi Alpha chapter is active on the UT Martin Campus. Sophomore, junior and senior social work students whose cumulative GPA is 3.0 or above are eligible for membership in Phi Alpha.

Students who have achieved high scholastic attainment are encouraged to seek membership in Phi Alpha through the assistance of their faculty adviser.

Criteria for Membership:

1. must be a declared social work major;
2. must have obtained sophomore status;
3. must have successfully completed 9 semester hours of required social work courses;
4. must have a cumulative GPA of 3.0 or above;
5. must have a 3.25 GPA in required social work courses.

**National Association of Social Workers (NASW)** NASW is a professional social work organization with over 140,000 members and chapters throughout the United States. Its primary purpose is helping social workers advance their practice in the field of human service. The membership fee includes a subscription to the journal Social Work, the monthly newspaper NASW News, and the Tennessee NASW Chapter Newsletter. Membership is available to students at a reduced cost. Membership applications are available from any of the social work faculty.
Scholarships and Awards

Laura Butler Memorial Scholarship: The Laura Butler Memorial Scholarship was awarded for the first time in the spring of 1996. The Scholarship was developed by the social work students in memory of Laura Butler whose untimely death occurred the summer of 1995. She was the daughter of the past Social Work Program Director, Dr. Lola Butler. Ms. Laura Butler was a young and vivacious African-American woman whose life inspired many as she was beginning her career as a first grade teacher. Among her many passions was her interest in multi-cultural issues. She chose to begin her career at school primarily because of the multi-cultural nature of that institution. Laura Butler's example and interests accentuated the social work profession's core values and the importance of education. The SSWA and Alpha Delta Mu Society have each committed to contributions of one hundred dollars annually to be awarded to an appropriate nominee at the Social Work Banquet in March. Other donations will also be accepted and added to the Scholarship total for each year. The successful nominee will be one who best demonstrates the qualities and traits necessary for serving and improving the quality of life of others and who is especially interested in promoting and encouraging multi-cultural understanding. Nominations may be made by the candidate, fellow students, or faculty. The nominees will be reviewed by a committee comprised of the Social Work Program faculties and student representatives. Nominations are due in the Department of Behavioral Sciences Office by February 15 of each year.

Tennessee Association of School Social Work (TASSW) Scholarship: The Louise Mullican Memorial Scholarship Award was created in 1996. This scholarship was named after Louise Mullican, a school social worker from Rutherford County, who was a charter member of TASSW. This scholarship is funded by the proceeds from the Silent Auction held at each annual TASSW conference. The amount of this award has varied based upon the funds available. Applicant is either an undergraduate or graduate social work student with a specific interest in school social work, or a working school social worker seeking state licensure. Once application is made in April and selection by committee is made in May, the scholarship check is awarded in August and an award presentation is made at the TASSW conference that October.

Northwest Tennessee Area Council of Health Care Social Workers: The Northwest Tennessee area Council of Health Care Social Workers awards a $500 bachelor and $500 master level scholarship each year to a student from an accredited social work program meeting the criteria. Applications are available in the Department of Behavioral Sciences Office.

Child Welfare Stipend Program: The Social Work Program at UT Martin works closely with the Department of Children’s Services (DCS) and offers a stipend program. The stipend program will pay UT Martin tuition for a minimum of three and maximum of four full time semesters in the Social Work Program and the selected students will receive a stipend to aid with living expenses and books. The applicant for the program will be selected by DCS and in return will begin employment with the DCS upon graduation. The student agrees to work for the DCS for at least two years. During the stipend program involvement, the student will obtain two child welfare courses which will enable the student to become a certified case manager upon graduation. The stipend student must remain in good standing with the University and complete graduation within four semesters. The courses can also be taken by non-stipend Social Work students and they too can become a certified case manager with DCS. A certified case manager begins employment with DCS as a Case Manager II and receives a higher starting salary. In the event that the student is unable to complete their portion of the agreement the tuition and stipend will be refunded by the student in full. Students participating in the stipend program will experience their field work within DCS.
Carey Counseling Center, Inc. Endowed Scholarship: Carey Counseling Center, Inc. awards $1250 per semester for four semesters to two students majoring in social work or psychology at The University of TN at Martin. Applicants must have completed 60 hours of college credit and must have four semesters left prior to graduation. Applicants must maintain a minimum GPA of 3.0 or higher and must be from one of the 8 counties in Northwest Tennessee (Benton, Carroll, Dyer, Gibson, Henry, Lake, Obion, and Weakley). **Students should not apply if they are receiving any other scholarships that pay their tuition in full.** Applications will be reviewed by the Carey Counseling Center, Inc. Scholarship Committee. Selected candidates will be invited to interview with the Committee at the Carey Counseling Center, Inc. corporate office. Applications will be due on June 1 for fall semester and October 1 for spring semester each year. Students should speak with their academic advisor for more information. Applications will be available in Sociology Building room 105.
APPENDIX A

Definition of Generalist Social Work
Definition for Generalist Social Work

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies. (EPAS 2008, Educational Policy B2.2)
APPENDIX  B

COUNCIL ON SOCIAL WORK EDUCATION (CSWE)
EDUCATIONAL POLICY AND ACCREDITATION
STANDARDS
Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

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

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master’s, and doctoral levels—shapes the profession’s future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

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

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (in italics) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals

The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program’s mission.

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2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1—EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

· advocate for client access to the services of social work;
· practice personal reflection and self-correction to assure continual professional development;
· attend to professional roles and boundaries;
· demonstrate professional demeanor in behavior, appearance, and communication;
· engage in career-long learning; and
· use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

· recognize and manage personal values in a way that allows professional values to guide practice;
· make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;2
· tolerate ambiguity in resolving ethical conflicts; and
· apply strategies of ethical reasoning to arrive at principled decisions.


Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers
· distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
· analyze models of assessment, prevention, intervention, and evaluation; and
· demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers
· recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
· gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
· recognize and communicate their understanding of the importance of difference in shaping life experiences; and
· view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers
· understand the forms and mechanisms of oppression and discrimination;
· advocate for human rights and social and economic justice; and
· engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers
· use practice experience to inform scientific inquiry and
· use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers
· utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
· critique and apply knowledge to understand person and environment.
Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods
in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

**Educational Policy M2.2—Advanced Practice**

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

**Educational Policy 2.3—Signature Pedagogy: Field Education**

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

**Accreditation Standard B2.0—Curriculum**

The 10 core competencies are used to design the professional curriculum. The program

- **B2.0.1** Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.
- **B2.0.2** Identifies its competencies consistent with EP 2.1 through 2.1.10(d).
- **B2.0.3** Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

M2.0.4 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].
M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).
M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education
The program discusses how its field education program
2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.
B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.
M2.1.2 Provides advanced practice opportunities for students to demonstrate the program’s competencies.
2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.
2.1.4 Admits only those students who have met the program's specified criteria for field education.
2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.
2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.

3. Implicit Curriculum
Educational Policy 3.0—Implicit Curriculum: The Learning Environment
The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the
program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession. 

Educational Policy 3.1—Diversity
The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity
3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.
3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.
3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development
Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation Admissions
B3.2.1 The program identifies the criteria it uses for admission.
M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.
3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.
3.2.4 The program describes its policies and procedures concerning the transfer of credits.
3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination
3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.
3.2.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

Student participation
3.2.9 The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.
3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty
Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty
3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.
3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.

B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

M3.3.3 The master’s social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.
3.3.4 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.
3.3.5 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally, relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.
3.3.6 The program describes how its faculty models the behavior and values of the profession in the program’s educational environment.

Educational Policy 3.4—Administrative Structure
Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure
3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.
3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

B3.4.4(a) The program describes the BSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE accredited program and a doctoral degree, preferably in social work.

B3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

B3.4.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

M3.4.4(a) The program describes the MSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

M3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

M3.4.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

3.4.5 The program identifies the field education director.

3.4.5(a) The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

3.4.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master’s social work degree practice experience.

B3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.

Educational Policy 3.5—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program’s context.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.
3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.

4.0.3 The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.

4.0.4 The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely updates (minimally every 2 years) these postings.

4.0.5 The program appends copies of all assessment instruments used to assess the program competencies.
APPENDIX C

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW) CODE OF ETHICS
The 2008 NASW Delegate Assembly approved the following revisions to the NASW Code of Ethics:

1.05 Cultural Competence and Social Diversity

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

6.04 Social and Political Action

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

**Preamble**

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.
The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

**Purpose of the NASW Code of Ethics**

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers’ conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The Code identifies core values on which social work’s mission is based.
2. The Code summarizes broad ethical principles that reflect the profession’s core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code’s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be ranked ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers’ decisions and actions should be consistent with the spirit as well as the letter of this Code.
In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

**Ethical Principles**

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

**Value: Service**

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

**Value: Social Justice**

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

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

Value: **Importance of Human Relationships**

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

Value: **Integrity**

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

Value: **Competence**

**Ethical Principle:** *Social workers practice within their areas of competence and develop and enhance their professional expertise.*
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

**Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. **SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS**

1.01 **Commitment to Clients**

Social workers’ primary responsibility is to promote the well-being of clients. In general, clients’ interests are primary. However, social workers’ responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)
1.02 Self Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients’ right to self-determination when, in the social workers’ professional judgment, clients’ actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third party payer, relevant costs, reasonable alternatives, clients’ right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients’ comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients’ interests by seeking permission from an appropriate third party, informing clients consistent with the clients’ level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients’ wishes and interests. Social workers should take reasonable steps to enhance such clients’ ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients’ right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients’ informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
(b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients’ interests primary and protects clients’ interests to the greatest extent possible. In some cases, protecting clients’ interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers’ professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients’ right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients’ right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual’s right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker’s, employer’s, and agency’s policy concerning the social worker’s disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client’s consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients’ written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients’ records are stored in a secure location and that clients’ records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients’ records in a manner that protects clients’ confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker’s termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.
1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients’ access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients’ access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients’ requests and the rationale for withholding some or all of the record should be documented in clients’ files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services
(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients’ ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers’ relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client’s initiative and with the client’s informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers’ employer or agency.

1.14 Clients Who Lack Decision-making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients’ needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee for service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients’ needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.
2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the wellbeing of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers’ obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the wellbeing of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client wellbeing.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.
2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague’s impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues’ unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.
3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client’s needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients’ current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients’ needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.
3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies’ policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers’ ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization’s policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations’ practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization’s work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor management disputes, job actions, or labor strikes should be guided by the profession’s values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client’s prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.
4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession’s literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants’ wellbeing, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.
(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants’ confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants’ interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.
6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.
APPENDIX D

APPLICATION FOR STUDENT INTERESTED IN SCHOOL SOCIAL WORK LICENSURE
APPLICATION FOR STUDENTS
INTERESTED IN
SCHOOL SOCIAL WORK LICENSURE

Date of Application __________________ Advisor ____________________________

Name ________________________________ SS# ____________________________

Local Address ___________________________ Phone _________________________

Permanent Address ___________________________ Phone _________________________

Email Address ___________________________ Cell Phone _________________________

Racial/Ethnic Background* ___________________________ Gender* F _____ M______
*Information to be used only for reporting purposes to accrediting bodies.

I am:

_______ (a) currently a social work student at The University of Tennessee at Martin

If so, are you:

_______ a pre-major

_______ approved for initial progression

_______ approved for advanced progression

_______ approved for full progression

_______ (b) a transfer student

from: ________________________________________________________________

major: ________________________________________________________________

_______ (c) a graduate

from: ________________________________________________________________

degree: BSSW _______ MSSW _________ Other __________

Are you enrolled in or have you completed any of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>University</th>
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<tbody>
<tr>
<td>Social Work in a School Setting - SWRK 375</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Psychology - Human Learning 325</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Teacher Education 716)</td>
<td></td>
<td></td>
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<tr>
<td>Exceptional Child - Special Education 300 (500)</td>
<td></td>
<td></td>
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<tr>
<td>The School, the Teacher, &amp; the Law - Educational Studies 450 (650)</td>
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<tr>
<td>Social Work Field Instruction in a School Setting – SWRK 490</td>
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Please list any post-graduate work experience in a school or family and children service setting.

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<thead>
<tr>
<th>School/Agency</th>
<th>Address</th>
<th>Date</th>
<th>Supervisor</th>
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(Please provide documentation of successful employment with this application.)

Admission to the School Social Work Curriculum is:

___ Approved   ___ Denied

Social Work Program Representative

___ Approved   ___ Denied

Social Work Education Representative

***************************************************************************

FIELD INSTRUCTION

School Placement:

<table>
<thead>
<tr>
<th>School</th>
<th>Address</th>
<th>City/State</th>
<th>Zip Code</th>
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___ Approved   ___ Denied

Social Work Program, Field Coordinator

___ Approved   ___ Denied

School of Education, Director of Student Services

***************************************************************************

NATIONAL TEACHERS EXAMINATION SCORES

Communications Score ______ Pass Fail School Social Work Score ______ Pass Fail

***************************************************************************

RECOMMENDATION FOR SCHOOL SOCIAL WORK LICENSURE

______________________________ has successfully completed all requirements for the School Social Work Licensure as approved by The University of Tennessee at Martin School of Education and Social Work Program, and is therefore recommended for School Social Work Licensure.

_____ Agree  _____ Disagree

School of Education Coordinator for Admissions and Licensure

_____ Agree  _____ Disagree

Social Work Program, Program Director
APPENDIX E

Application for Initial Progression
# UT Martin Social Work Program
## Application for Initial Progression

<table>
<thead>
<tr>
<th>Name</th>
<th>ID#</th>
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<tbody>
<tr>
<td>Local Address</td>
<td>Phone #</td>
</tr>
<tr>
<td>Permanent Address</td>
<td>Phone #</td>
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<tr>
<td>Email Address</td>
<td>Racial/Ethnic Background</td>
</tr>
<tr>
<td>Date of Application</td>
<td>Date of Birth</td>
</tr>
<tr>
<td>Do you drive? Yes No</td>
<td>Type of vehicle</td>
</tr>
<tr>
<td>Activities involved with on campus:</td>
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<tr>
<td>Are you presently working? Yes No</td>
<td>How many hours a week?</td>
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<tr>
<td>Do you intend to work while attending classes at UT Martin? Yes No</td>
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<tr>
<td>If transferring from another UT Martin major, identify that major:</td>
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### Social Work Courses Presently Enrolled In:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credit</th>
<th>Grade</th>
<th>University</th>
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### Social Work Courses Completed:

<table>
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<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credit</th>
<th>Grade</th>
<th>University</th>
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</table>

If any are transfer courses, please note their equivalent:

Expected college credits earned by end of present semester: Current GPA: 

Does your GPA meet the required 2.5 or above: Yes No 

Have you completed all college entrance requirements (deficiencies): Yes No 

If no, what requirements have not been met and how do you plan to meet them? 

What Social Work courses are you registering for next semester? 

**Transfer Students Only:**

From what colleges/universities did you transfer? 

Date(s) of attendance? Date of first semester at UT Martin? 

Expected date of graduation from UT Martin? 

---
Submit the following with your application:

I. On a separate page, please write an essay of approximately 300 words describing:
   a. how you became interested in social work (feel free to identify how personal life experiences have contributed to this interest);
   b. has your involvement in Introduction to Social Work and Social Welfare (SWRK 200) and Understanding Human Diversity and Oppressed Populations (SWRK 220) further defined your interest in social work;
   c. your student, employment, or volunteer experiences relevant to your social work interest;
   d. particular areas of interest in social work practice;
   e. any physical problems that the Social Work Program should be aware of to assist you in completing your academic career?

Since writing skills are an important component of Social Work Practice, the essay should be written and will be read with this in mind.

II. Three letters of reference addressing your character and/or other information that would be helpful in considering your application.

III. Complete student self-assessment form.

The UT Martin BSSW Program reserves the right to share information which might affect the student's academic and professional experience with appropriate supervisory personnel in field work settings. This will be done in accordance with the NASW standards for professional confidentiality.

I have read and understand my application, the progression policies of the UT Martin BSSW Program, and the NASW Code of Ethics, and am willing to abide by them.

<table>
<thead>
<tr>
<th>Student's Signature</th>
<th>Date</th>
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</table>

UT Martin Social Work Program faculties must approve this student's request into initial progression.

Yes______ No______  
Signature  Date

Yes______ No______  
Signature  Date

Yes______ No______  
Signature  Date

Yes______ No______  
Signature  Date

Yes______ No______  
Signature  Date

Yes______ No______  
Signature  Date

If NO is checked by a faculty member, please attach a supplementary report.
If YES is checked and there are some reservations, please attach a supplementary report.
INITIAL PROGRESSION RATING SHEET
STUDENT SELF-ASSESSMENT #1

Name__________________________________________

Include the self-assessment form in your application to the major.

Scales 1 = Never Meets Expectations
2 = Rarely Meets Expectations
3 = Sometimes Meets Expectations
4 = Usually Meets Expectations
5 = Consistently Meets Expectations

Academic Aptitude / Performance

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STUDENT SELF ASSESSMENT #2

Ability to form individual relationships

Ability to communicate verbally

Ability to relate to others in a group situation

Assertiveness

Leadership

Ability to empathize

Ability to be flexible

Ability to work with others regardless of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, mentally or physically challenging condition, or any other preference or personal characteristics, conditions, or status.
(circle areas of concern)

Ability and desire to practice social work within the Code of Ethics (see Advisement Handbook for Social Work Majors for detailed Code of Ethics)

Ability to manage stress

Emotional maturity

Self-awareness
APPENDIX F

APPLICATION FOR ADVANCED PROGRESSION
UT MARTIN SOCIAL WORK PROGRAM
Application for Advanced Progression

Name ______________________________________ ID # ______________________________

Date of Birth _____________________________ Date of Application _____________________

Local Address ______________________________ Phone Number __________________________

Permanent Address __________________________ Phone Number __________________________

________________________________________ E-mail Address ___________________________

I. Do you have a 2.50 or better cumulative grade point average? Yes ______ No ______

Have you earned a "C" or better in all social work courses completed up to this time? Yes __ No __
If no, explain what steps you plan to take to fulfill this requirement. ___________________________

Have you completed SWRK 340 Social Work Practice I and SWRK 350 Social Work Skills and
Techniques? Yes _____ No _____

Are you a member of the National Association of Social Workers? Yes _____ No _____
(Please provide a copy of the membership card or some type of documentation.)

At what agency did you complete your volunteer work? ___________________________

II. Please submit an essay evaluating your strengths and continued growth of each practice behavior
as they relate to your learning thus far, the fit of your values with those of the professions, and
your beginning readiness for agency placement. The essay should be typed and grammatically
correct.

III. Social work faculty must approve student's request for advanced progression.

Yes_____ No_____ Signature ___________________________ Date __________

Yes_____ No_____ Signature ___________________________ Date __________

Yes_____ No_____ Signature ___________________________ Date __________

Yes_____ No_____ Signature ___________________________ Date __________

Yes_____ No_____ Signature ___________________________ Date __________

If no, please attach a supplementary report. If yes and there are some reservations, please attach a
supplementary report.
ADVANCED PROGRESSION RATING SHEET
STUDENT SELF-ASSESSMENT #1

Name ____________________________________________________________

Include the self-assessment form in your application to the major.
Scales 1 = Never Meets Expectations
       2 = Rarely Meets Expectations
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Academic Aptitude / Performance

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### Ability to Form Individual Relationships

### Ability to Communicate Verbally

### Ability to Relate to Others in a Group Situation

### Assertiveness

### Leadership

### Ability to Empathize

### Ability to Be Flexible

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<th>Ability to work with others regardless of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, mentally or physically challenging condition, or any other preference or personal characteristics, conditions, or status. (circle areas of concern)</th>
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### Ability and Desire to Practice Social Work within the Code of Ethics (see *Advisement Handbook for Social Work Majors* for detailed *Code of Ethics*)

### Ability to Manage Stress

### Emotional Maturity

### Self-Awareness
APPENDIX  G

Application for Full Progression
SOCIAL WORK PROGRAM
APPLICATION FOR FULL PROGRESSION: FIELD INSTRUCTION

Name___________________________________________ ID#________________________________________
Campus or local address______________________________________ Phone ____________________
Permanent (parents’) address___________________________________ Phone ____________________
_________________________________________________________ Zip Code ____________________
Number of credit hours passed at time of application ______ Email ____________________________
Cumulative GPA at time of application ______ GPA in Social Work at time of application ______
Minor course of study________________________________________
Semester in which field instruction is required (semester) ______ (year) ______
Anticipated date of graduation (month) ______ (year) ______
Are you a member of the National Association of Social Work or another professional Social Work organization?
Yes ______ No ______ (A copy of the membership card or some type of proof should be provided.)

Have you successfully completed all of the required social work course prerequisites for Social Work 490 - Social Work Field Instruction? ______
Do you plan to take any courses concurrent with field instruction? ______ If “yes”, you must complete a Petition for Exception Form.

Agency preference for Field Instruction:
1st Choice: Agency Name________________________________________
Address________________________________________________________
Contact Person___________________________     MSW_____BSSW_____Other_____
Phone # __________________ Fax # __________ Email______________________

2nd Choice: Agency Name________________________________________
Address________________________________________________________
Contact Person___________________________     MSW_____BSSW_____Other_____
Phone # __________________ Fax # __________ Email______________________

3rd Choice: Agency Name________________________________________
Address________________________________________________________
Contact Person___________________________     MSW_____BSSW_____Other_____
Phone # __________________ Fax # __________ Email______________________

Yes ___ No ___ Signature __________________ Date ______
Yes ___ No ___ Signature __________________ Date ______
Yes ___ No ___ Signature __________________ Date ______
Yes ___ No ___ Signature __________________ Date ______
Yes ___ No ___ Signature __________________ Date ______

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FULL PROGRESSION RATING SHEET
STUDENT SELF-ASSESSMENT #1

Include the self-assessment form in your application to the major.

Scales
1 = Never Meets Expectations
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89
| Ability to form individual relationships | 1 | 2 | 3 | 4 | 5 |
| Ability to communicate verbally      |   |   |   |   |   |
| Ability to relate to others in a group situation |   |   |   |   |   |
| Assertiveness                          |   |   |   |   |   |
| Leadership                             |   |   |   |   |   |
| Ability to empathize                   |   |   |   |   |   |
| Ability to be flexible                 |   |   |   |   |   |
| Ability to work with others regardless of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, mentally or physically challenging condition, or any other preference or personal characteristics, conditions, or status. (circle areas of concern) |   |   |   |   |   |
| Ability and desire to practice social work within the Code of Ethics (see Advisement Handbook for Social Work Majors for detailed Code of Ethics) |   |   |   |   |   |
| Ability to manage stress              |   |   |   |   |   |
| Emotional maturity                    |   |   |   |   |   |
| Self-awareness                        |   |   |   |   |   |
APPENDIX H

AGENCY REVIEW OF
STUDENT PERFORMANCE IN VOLUNTEER WORK
Social Work 340& 440: Social Work Practice I & II
Evaluation of Student Performance by the Field Instructor

Student ............................................. Total Points ............................. Grade ..........
Agency ............................................................... Field Instructor ..................

Excellent – 5, Above Average – 4, Average – 3, Below Average – 2, Poor – 1

Please place the appropriate score for each of the following items.

1. (IA) Advocate for client access to the services of social work
2. (IB) Practice personal reflection and self-correction to assure continual professional
development
3. (IB1) Demonstrates awareness of impact of self on others
4. (IB2) Demonstrates self-awareness in supervisory sessions
5. (IB3) Elicits and receives feedback in a non-defensive manner
6. (IC) Attend to professional roles and boundaries
7. (IC1) Demonstrates appropriate roles and boundaries with agency staff, agency Field
instructor and administration
8. (IC2) Participates in socialization and acculturation activities with agency professionals
9. (ID) Demonstrates professional demeanor in behavior and communication
10. (ID1) Demonstrates professional appearance and dress
11. (ID2) Utilizes time effectively
12. (ID4) Punctual and informs field instructor of absences
13. (ID5) Demonstrates appropriate communication skills with colleagues and supervisors
14. (ID6) Demonstrates appropriate differential communication skills with agency clients
15. (ID7) Demonstrates appropriate written communication skills in required
documentation
16. (IF) Use supervision and consultation as demonstrated by participating in socialization
and acculturation activities with agency professionals
17. (IIA) recognize and manage personal values in a way that allows professional values to
guide practice
18. (IIA1) Demonstrates respect for clients’ right to self-determination
19. (IIA2) Keeps personal issues (drama) out of the workplace
20. (IIA3) Demonstrates ability to keep personal information, values, etc., from clients
21. (IIB) Make ethical decisions by applying standards of NASE Code of Ethics
22. (IIB1) Demonstrates a respect for and adherence to confidentiality
23. (IIB2) Demonstrates commitment to and utilization of social work values and ethics in
all professional practice activities
24. (IIIC) Demonstrates effective oral and written communication in working with
individuals, families, groups, organizations, communities, and colleagues
25. (IIIC1) Utilizes correct grammar in written and oral communication
26. (IIIC4) Demonstrates effective tone, cadence, expression, and word choice in
communication with clients
27. (IIIC5) Demonstrates effective tone, cadence, expression and word choice in
communication with colleagues
28. (IVA) Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

29. (IVA1) Understands the forms and mechanisms of institutional and individual oppression and discrimination experienced by clients.

30. (IVB) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

31. (IVC) Recognize and communicate their understanding of the importance of difference in shaping life experiences.

32. (IVC1) Demonstrates understanding of and appreciation for the positive value of diversity.

33. (IVD) View themselves as learners and engage those with whom they work as informants.

34. (VA) Understand the forms and mechanisms of oppression and discrimination.

35. (VB) Advocate for human rights and social and economic justice.

36. (VC) Engage in practices that advance social and economic justice.

37. (VIB) Use research evidence by: identify evidence based interventions utilized by agency.

38. (VIIA) Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

39. (VIIIB) Critique and apply knowledge to understand person and environment.

40. (VIIIA) Analyze, formulate, and advocate for policies that advance social well-being.

41. (VIIIB) Demonstrates knowledge of agency policies and procedures.

42. (IXA) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

43. (XA1) Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.

44. (XA2) Use empathy and other interpersonal skills in areas of practice with individuals, families, groups, communities, organizations.

45. (XB1) Collect, organize, and interpret client data in all areas of practice with individuals, families, groups, communities, organizations.

46. (XB2) Assess client strengths and limitations.

Comments regarding student’s strengths and/or areas of concern:

______________________________________________

______________________________________________

Signed: Student _______________________________ Date __________________

Agency Field Instructor _______________________________________________
APPENDIX I

INDIVIDUAL STUDENT PLAN
FOR CONDITIONAL ADMISSION
UT MARTIN SOCIAL WORK PROGRAM
INDIVIDUAL STUDENT PLAN FOR CONDITIONAL ADMISSION

Student's Name_________________________________________ Date__________________

Advisor_________________________________________________

Level of Progression_____________________________________

Concerns Presented:________________________________________

____________________________________________________________________________________

Student's Response:________________________________________

____________________________________________________________________________________

Goals to Address Areas of Concern:__________________________

____________________________________________________________________________________

Student's Behavioral Objectives:____________________________

____________________________________________________________________________________

Program / Faculty Objectives:_______________________________

____________________________________________________________________________________

Date for Next Review:______________________________________

Student's Signature________________________________________ Date__________________

Faculty Signature__________________________________________ Date__________________

Faculty Signature__________________________________________ Date__________________
APPENDIX J

UT MARTIN STUDENT SOCIAL WORK ASSOCIATION
CONSTITUTION
UT MARTIN STUDENT SOCIAL WORK ASSOCIATION (SSWA) CONSTITUTION

ARTICLE I. Name:

The SSWA - The UT Martin Chapter. This Association has the intention of being affiliated with the National Federation of Student Social Workers.

ARTICLE II. Purpose:

1. to provide social work students with an opportunity to investigate major social problems;
2. to expose these problems both academically and from a service orientation;
3. to provide activities that serve to link the two approaches;
4. to provide an opportunity for students to create and implement plans to address these major social problems on the community level and understanding their international and multi-cultural origins;
5. to enhance students social worker's professional development;
6. to provide community service to social welfare organizations;
7. to provide volunteers for social welfare organizations;
8. to increase visibility of the profession of social work;
9. to provide general information about social work and social work related issues including careers and graduate school;
10. to serve as an outlet for social interaction among social work students.

ARTICLE III. Membership:

1. membership shall be open to all students, faculty, administrators, alumni, and other interested persons, who have a genuine concern for and desire to help mankind;
2. the membership shall become valid when dues are paid in full;
3. members are expected to attend meetings regularly as their schedule permits.

ARTICLE IV. Officers:

1. members who are in good standing with the Association are eligible to hold elective office provided they are not on academic probation at UT Martin at the time of the election;
2. if an officer is placed on "Academic Probation" during their term, they shall be referred to the Executive Committee and the adviser for a consultation;
3. the SSWA shall consist of the following officers: President, President-Elect, Secretary, Treasurer, and Minority Affairs Representative;
4. officers will be elected by a majority vote. The election will be by secret ballot. Elections will be done as part of a regularly scheduled meeting;
nominations for the offices will be taken at the last two regularly scheduled meetings preceding
the vote. Nominations will be accepted from any member. The President will present the
members to vote on.

ARTICLE V.  Meetings:

1.  Association Meetings:
   A. regularly scheduled business meetings will be held at least once a month, as determined
      by the Executive Committee;
   B. regularly scheduled meetings to deal with professional social work issues will be held
      once a month;
   C. specially called meetings can be called by the Executive Committee or by a petition of
      20% of the active members;
   D. there must be a quorum of 10% of active members present in order to conduct a business
      meeting;
   E. all proposals need a 51% majority to pass;

2. Committee Meetings:
   A. all committees are assigned to responsibility for establishing a routine of meetings which
      shall be in accord with their own needs and duties.

ARTICLE VI.  Dues:

1. the amount to be paid is subject to change at the discretion of the Executive Committee and/or the
   adviser. Dues will be payable each semester except summer and will be collected at the first
   business meeting of each semester;

2. special assessments may be levied by the President. However, if any member calls for a vote, the
   assessment than must be approved by majority of the quorum of the Association.

ARTICLE VII. Committees:

1. There will be five outstanding committees of the organization:
   1) Executive;  2) Communications;  3) Social Action;  4) Social Programs;  5) Finance.

2. Committees, other than those specifically named, may be established and dissolved by the
   President as the needs of the Association indicate.

ARTICLE VIII. Amendments:

1. any member of the Association may present an amendment to be considered for adoption;

2. a vote on the proposed amendment shall be held at the first regular business meeting following its
   original presentation;

3. at least a 20% quorum of the Association members must be in attendance in order for an
   amendment to the constitution to be approved;

4. to be adopted, an amendment must be approved by a 51% majority.
ARTICLE IX. Non-Discrimination:

1. The UT Martin SSWA shall not discriminate against any person due to race, color, sex, age, sexual preference, nationality, physical or mental impairments, or religious beliefs.
APPENDIX  K

UT MARTIN
STUDENT SOCIAL WORK ASSOCIATION
BY-LAWS
I. Duties of Officers:

A. The President shall:
   1. preside over meetings of the SSWA and be in charge of preparing an agenda and presenting it to the adviser in advance of each meeting. The President shall also act as liaison between the SSWA and UT Martin. The President will also serve as Chair of the Executive Committee. The President will appoint chair of the Social Action and Social Programs Committees. The President will serve as the Association's official representative to all other groups, except where this responsibility is delegated to someone else in this document. (S)he will serve as a non-voting member of all committees other than the Executive Committee;
   2. serve on the Grievance Committee for the Department of Behavioral Sciences;
   3. serve on the PPAC;
   4. along with other officers may attend the faculty meetings of the Department of Behavioral Sciences.

B. The President-Elect shall:
   1. act for the President, including presiding at Association meetings, Secretary, Treasurer, or Minority Affairs Representative, in the event of their absence and/or incapacity and shall become President for the remainder of the term if the Office of President should become vacant;
   2. assist the Chair of Committees as the need arises;
   3. plan activities directed toward introducing the freshman to the SSWA. This pertains to, but is not limited to, Freshman Studies Week. For these activities the President-Elect will serve as the Association's official representative;
   4. after successfully completing his/her term, automatically become President of the Association for the next term.

C. The Secretary shall:
   1. record, maintain, and keep a copy of the minutes of all meetings. Take roll at all of the meetings. Keep an active roster of members and a current phone list;
   2. be in charge of distributing the Association's campus mail, including any notices put in the social work student boxes;
   3. work closely with the Communications Committee in the area of correspondence for the Association. The secretary's ultimate responsibility shall be for all business correspondence;
   4. in the event that the President and the President-Elect are both unable to fulfill their duties, the secretary will preside over the Association until elections can be held.
D. The Treasurer shall:
1. collect dues and assessments and disburse Association funds for payment of proper debts;

2. plan in cooperation with the Finance Committee, a tentative budget which will be submitted to the Executive Committee and then to the Association as a whole for final approval. This is to be done by the last regularly scheduled business meeting, with the budget going into effect the next semester

3. keep an up-to-date record of all the Association's financial affairs, make a monthly financial report to the Association. (S)he will be responsible for all other financial affairs of the Association, except when stipulated otherwise by this document;

4. in conjunction with the adviser and at least one other member of the Executive Committee, will be allowed to appropriate funds in the event of an emergency.

E. The Minority Affairs Officer shall:
1. represent minority interests in all areas of Association operation;

2. develop, in conjunction with the Social Action Committee, programs to continually enhance awareness of minority populations and issues that affect those populations;

3. foster minority leadership, involvement and participation in Association activities.

II. Committee:

A. Executive Committee:
1. the five elected officers and the committee chairs and/or co-chairs shall comprise the Executive Committee.

2. the Executive Committee shall:
   a. act as a general steering committee for the Association;

   b. meet, council, and plan for the orderly and efficient administration and functioning of the Association;

   c. meet regularly with the Association's adviser and other faculty as needed;

   d. be able to conduct business if three of the Association members are present at an announced meeting. They will not be allowed to have secret meetings, but may hold closed meetings.

B. Communications Committee shall:
1. be comprised of a chair and/or co-chair and as many members as needed to fulfill its assigned duties. There may be a co-chair if desired;
2. the Communications Committee shall:
   a. conduct publicity about the UT Martin SSWA, its faculty, alumni, students, and activities and programs;
   b. promote communication, cooperation, and work with student organizations of other social work programs, the national and regional associations of social work students, NASW, and other professional organizations, and see that the social work bulletin board in the Sociology Building is kept up to date with materials and resources of interest to social work students;
   c. recruit new members of the Association by inviting and encouraging student non-members to join;
   d. announce Association meetings and activities by preparing posters to advertise the events. The Committee will also contact University Relations and secure their help in promoting the Association's activities in the ADDENDA, on the campus television channel, and on the announcement board located on the campus near the golf range. They will also announce the events in the Pacer, and on the University radio station;
   e. take pictures and/or videotape special Association activities. They will arrange this in a way that will preserve the Association and its activities.

C. Social Action Committee shall:
   1. be composed of a chair or co-chairs and as many members as are needed to fulfill its duties;
   2. include, but not be limited to the following:
      a. keep informed about and inform social work students on areas needed for social action;
      b. generate student interest and participation in social action;
      c. seek means of informing the Association, faculty, students and alumni of social problems and issues. This will include providing speakers for the monthly informational meetings, and giving the Communication Committee any materials concerning social actions and issues, that could be used on the bulletin board;
      d. plan, coordinate, and implement all social action functions assigned to the Committee and/or undertaken by the Association.

D. Social Programs Committee shall:
   1. be composed of a chair or co-chairs and as many members as are needed to fulfill the Committee's assigned duties;
   2. plan, coordinate, and implement all social functions of the Association. This includes but is not limited to Interns Fall Banquet, Christmas Party, Interns Spring Banquet, and Spring Awards Banquet.
E. Finance Committee shall:
1. consist of the treasurer as chair and co-chair if desired and as many members as are needed to fulfill its duties;
2. plan, coordinate, and implement all fund-raising endeavors of the Association;
3. present to the Executive committee for approval all individual expenditures of the Association in the excess of $20.00.

F. Committee responsibilities:
1. all committees are expected to present their budget to the Treasurer in time for him/her to prepare the budget for the entire Association for the next semester;
2. all committees are expected to work together and with the Association as a whole for the welfare of the Association.

III. Removal of Officers:
A. officers may be removed from office for failure to perform the duties of their offices as specified in this document;
B. at the next regularly scheduled meeting after charges are brought against an officer, (s) he shall have an opportunity to defend themselves. There will then be a vote;
C. in order for an officer to be removed, 51% of the active membership must vote for dismissal.

IV. Vacancies of Elected Offices:
A. if the office of President should become vacant, the President-Elect shall immediately and automatically become President and shall fulfill the remainder of the term. A new President-Elect shall be appointed to the office within two weeks;
B. in the event that the office of both President and President-Elect should become vacant at the same time, the Secretary will serve as presiding officer of the Association until elections to fill the vacancies are concluded;
C. in the event of a vacancy occurring in any other office, the Executive Committee shall appoint someone to fill the remainder of the term as soon as is reasonably possible.

V. Dissolution:
In the event that this Association is dissolved the Executive Committee shall appropriate the remaining funds (after all outstanding debts have been paid) to a social welfare organization of the Committee's choice.
VI. Laura Butler Memorial Scholarship Fund:
A memorial fund in honor of Laura Butler has been established and is maintained by the SSWA. The SSWA will contribute at least $100.00 to this fund annually. Private benefactors are encouraged to contribute to the fund. The purpose of the fund is to keep alive the spirit of Laura Butler, a spirit which embodies the same values as those of social work and education. Ms. Butler was the daughter of UT Martin Social Work Faculty member, Dr. Lola Butler. Ms. Butler was serving as a public school teacher to disadvantaged children, when she died tragically. The purpose of this fund is to establish a scholarship for a student who is interested in enhancing and promoting multicultural understanding on the UT Martin campus and in the community. The award will be given at the Spring Social Work Banquet each year. The recipient of the award will be chosen by a committee consisting of social work students and faculty.
APPENDIX L

SOCIAL WORK PRACTICE I AND II FORM
THE UNIVERSITY OF TENNESSEE AT MARTIN
SOCIAL WORK PROGRAM
SOCIAL WORK PRACTICE I AND II

FIELD EXPERIENCE FORM

Name of Student___________________________________________________________

Class ___________________________ Semester _______________________________

Name of Agency___________________________________________________________

Phone____________________________ Fax #___________________________

E-mail Address___________________________________________________________

Address of Agency________________________________________________________

Street __________ City __________ State __________ Zip __________

Contact Person/Field Experience Coordinator________________________________

Title_____________________________________________________________

I am willing to supervise ____________________________ as a volunteer for our
organization for three hours per week for a semester. I will report to the instructor any
problems which arise, if necessary, and will report at the end of the field experience period,
not later than ____________________________, the student’s performance in completing a minimum
of three hours per week for twelve weeks minimum of volunteering.

______________________________
(Signed)

______________________________
(Title)

______________________________
(Date)

Send to:
Social Work Program
Department of Behavioral Sciences
University of Tennessee at Martin
Sociology Building Room 106
Martin, TN 38238
(731)881-3521 Phone
(731)881-7514 Fax
pluker@utm.edu
Progression in Admission to the Social Work Program

For Transfer Students

The progression through the Social Work Program will take a minimum of five semesters to complete your social work course requirements. Additional semesters may be necessary for completion of general education requirements. Consult with your social work adviser immediately.

1st Semester
Soc Wrk 200  Introduction to Social Work
Soc Wrk 220  Understanding Human Diversity and Oppressed Populations

Application is submitted for Initial Progression

2nd Semester
Soc Wrk  Social Work Elective
Soc Wrk 300  Social Welfare Policies and Services
Soc Wrk 320  Human Behavior and Social Environment I

3rd Semester
Soc Wrk 330  Human Behavior and Social Environment II
Soc Wrk 340  Social Work Practice I
Soc Wrk 350  Social Work Practice Skills and Techniques
Soc Wrk 410  Social Work Research and Evaluation

Application is submitted for Advanced Progression

4th Semester
Soc Wrk  Social Work Elective
Soc Wrk 400  Social Work Practice II
Soc Wrk 440  Social Work Practice III
Soc Wrk 460  Social Work Senior Seminar
Soc Wrk 470  Social Work Field Preparation

Application is submitted for Full Progression

5th semester
Soc Wrk 490  Social Work Field Instruction
APPENDIX N

STATEMENT OF COMMITMENT
TO CULTURAL DIVERSITY
STATEMENT OF COMMITMENT TO CULTURAL DIVERSITY

As stated in the NASW Code of Ethics and consistent with UT Martin's Affirmative Action Policy, the Social Work Program faculty, staff, and students:

1. advocate the elimination of any form of discrimination on the basis of race, color, culture, ethnicity, gender, gender identity and expression, sexual orientation, age, religion, national origin, immigration status, political ideology, disability, or socio-economic status;

2. are committed to teach, encourage, and promote an appreciation for and understanding of diversity in the learning environment of the University, the social work profession, and society;

3. affirm the value of incorporating diversity into all aspects of education and life experiences for enrichment individually and collectively as members of a world community.
APPENDIX O

STUDENT’S BILL OF RIGHTS
STUDENTS' BILL OF RIGHTS

The University of Tennessee at Martin Social Work Program acknowledges that students have a legitimate expectation that:

1. classes meet as scheduled and begin and adjourn on time;
2. course requirements are clearly specified;
3. instructor is prepared for class and possesses both oral and written communication skills;
4. paper project grades and test results are received in a timely manner;
5. information about progress in course work is provided;
6. instructor is qualified to teach the subject matter.

Additionally, students have the right to expect:

1. accurate information concerning Institutional services, regulations, policies and procedures in published form;
2. representation in the University governance system;
3. sound and accurate academic advice, information regarding courses required for graduation and their schedule sequence;
4. reasonable notice of any changes in academic requirements or programs and assurance that such changes will not be made in a way that unduly impedes the academic progress of the student already enrolled;
5. flexibility in course scheduling (by dropping and adding) or withdrawing within University guidelines;
6. information about the various types of financial assistance available;
7. freedom to evaluate courses, programs, and services and to provide input to appropriate segments of the Campus Administration.
APPENDIX P

GUIDELINES AND FORM FOR FIELD EXPERIENCE
Students are expected to have the following educational outcomes:

1. experience acquaintance and contact with clients;
2. learn about one segment of the service delivery system in greater detail;
3. provide a service to the region and to clients (directly or indirectly), and experience the process of giving/helping;
4. gain greater knowledge of the ethical and practical constraints that affect social service delivery agencies and the persons who work there;
5. gain a greater appreciation for the knowledge of the strengths, needs, and characteristics of vulnerable individuals / groups / organizations / communities who are clients.

The student is responsible for:

1. selecting an agency for his/her field experience;
2. secure student liability insurance
3. requesting the privilege of working there and having the agency representative sign an agreement to supervise him/her;
4. complying with the agency’s policies, procedures, and standards;
5. returning the original copy of the agreement to supervise the student to the instructor;
6. working the minimum amount of time (36 hours);
7. clarifying for the recipient agency the requisites of the student, i.e., at least 50 percent of the field experience time will be spent in client contact, and that a log of experiences will be kept;
8. keeping a log of field experience dates, times, activities, thoughts, and learning, and turning that in to the instructor at the designated time;
9. completing the field experience in a timely fashion, i.e., at the rate of about three hours weekly over the semester.

The agency is responsible for:

1. supervising the student during field experience;
2. reporting: a) any problems that may arise, to the instructor, and b) reporting how the student performed in his/her work at the end of the field experience (or near the end of the semester, depending on which occurs first).

Students may select any social service agency with consultation of the instructor.
FIELD EXPERIENCE FORM

Name of Student ___________________________  Semester _________
Name of Agency ___________________________  Phone _____________
Fax Number ___________________  Email Address _______________________
Address of Agency ____________________________
        Street  City  State  Zip
Contact Person/Field Experience Coordinator ________________________________
Title ______________________________________________________________

I am willing to supervise ______________________ as a volunteer for our organization
for three hours per week for a semester. I will report to the instructor any problems which arise,
if necessary, and will report at the end of the field experience period, not later than
________________________, the student’s performance in completing a minimum of
three hours per week for twelve weeks minimum of volunteering.

_________________________________________  __________________________
(Signed)  (Title)
_________________________________________
(Date)

Send to:  B. Michelle Horton, LAPSW, Social Work Program Director
         Alicia E. Maya-Donaldson, LCSW, Social Work Program Field
         Coordinator

         Social Work Program
         Department of Behavioral Sciences
         The University of Tennessee at Martin
         105 Sociology Building
         Martin, Tennessee  38238
         (731) 881-7520  Phone
         (731) 881-7514  Fax