SOCIAL WORK PROGRAM
FIELD INSTRUCTION MANUAL

“Putting the Pieces Together”

Department of Behavioral Sciences
PREFACE

This Field Instruction Manual has been prepared to assist the social work major in a better understanding of the field instruction portion of the Social Work Program at The University of Tennessee at Martin. This manual is also designed to bring about a commitment and a cooperative effort between agency field instructors, university faculty, and students to assure successful preparation for competency at the first professional level of generalist social work practice. We are confident that field instruction will be an exciting and invaluable experience in your final seminar’s pursuit of your Bachelor of Science in Social Work.

(Revised August 2015)
THE UNIVERSITY OF TENNESSEE AT MARTIN
STUDENT’S 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 course work is provided; and
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 impeded 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; and
7. Freedom to evaluate courses, programs and services and to provide input to appropriate segments of the Campus Administration.
# Table of Contents

## I. Baccalaureate Social Work Education
- A Brief History of the Social Work Program .................................................. 1
- Mission, Goals, Competencies, and Educational Outcomes ........................... 1-5
- Special State and Federal Laws for Education Purposes ................................. 6
- Elderly and Persons with Disabilities ............................................................... 6
- Family Educational Rights and Privacy Act ..................................................... 6
- EOE/AA/Title VI/Title IX/Section 504/ADA/ADEA Statement ....................... 6
- Admissions ........................................................................................................ 7
- Liberal Arts Background .................................................................................. 7

## II. Curriculum
- Requirements for a BSSW Degree .................................................................. 8-13
- School Social Work Licensure ........................................................................ 14
- Other Career Opportunities ........................................................................... 15
- Listing of Career Opportunities for Social Work Majors .............................. 16
- Course Waivers and Academic Credit Policy ................................................ 17
- Generalist Approach ....................................................................................... 17
- Curriculum Design and Learning Style ......................................................... 17
  - Vocabulary Important to the Curriculum .................................................. 17
  - Competency Bases ....................................................................................... 17-19
- Movement of Student Learning ..................................................................... 20
- Definitions of the Degrees or Levels of Learning .......................................... 21

## III. Field Practice Education
- Philosophical Approach to Field Practice ..................................................... 22
- Purpose of Field Instruction .......................................................................... 22
- Competencies of the Field Instruction .......................................................... 22-25
- Field Instruction Structure ............................................................................ 26
- Criteria for the Selection of Instruction Settings ........................................... 27
- Selection of Field Instructors ....................................................................... 27
- Criteria for Selection of Field Instruction ..................................................... 28
- Field Practicum Integrative Seminar ............................................................ 28
- Orientation and Field Seminars ................................................................... 28
- Child Welfare Stipend Program ................................................................... 29

## IV. Roles, Responsibilities, and Expectations
- Role of the Coordinator of Field Instruction ............................................... 30
- Role of the Faculty Field Liaison ................................................................... 31
- Role of the Field Instructor ........................................................................... 32
- Responsibilities of the Student ..................................................................... 33
- Description and Role of the Professional Practice Advisory Council (PPAC) . 34
V. Field Practicum

Placement Process........................................................................................................ 35
Placement Decision...................................................................................................... 35
Student Liability Insurance.......................................................................................... 36
Social Work Agency Affiliation Agreement............................................................... 36
Student Placement Plan.............................................................................................. 36
Background Checks for Field Instruction...................................................................... 36

VI. Policies and Procedures

Attendance.................................................................................................................... 37
Holidays......................................................................................................................... 37
Breaks.......................................................................................................................... 37
Professional Conduct.................................................................................................. 37
Recovering Persons..................................................................................................... 37
Transportation.............................................................................................................. 37
Liaison Visitation......................................................................................................... 38
Grading Policy............................................................................................................. 38
Early Warning Policy................................................................................................. 38

VII. Evaluations

Evaluation of Student Performance by the Field Instructor...................................... 39
Student’s Self-Assessment........................................................................................... 39
Evaluation of Student by Faculty Field Liaison........................................................ 39
Area of Concentration Achievement Test (ACAT)...................................................... 39
Field Exit Exam........................................................................................................... 39
Student Evaluation of Field Instructor....................................................................... 40
Agency Evaluation of the Social Work Program......................................................... 40
Social Work Program’s Evaluation of the Agency....................................................... 40
Termination of Placement.......................................................................................... 40
Examples of Social Work Field Placement Agencies.............................................. 41-42

Appendices

Appendix 1 – Definition for Generalist Social Work.................................................. 44-45
Appendix 2 – Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards. ................................................................. 46-54
Appendix 3 – National Association of Social Workers (NASW) Code of Ethics ...... 55-72
Appendix 4 – Social Work Program Information Sheets ........................................... 73
  What is Social Work.................................................................................................. 74-75
  Progression in Admission to the Social Work Program (for Transfer Students) ... 76
  Jobs............................................................................................................................ 77
Appendix 5 – Admission and Termination Policies and Procedures ......................... 78
  Social Work Program Admission Criteria.............................................................. 79
  Progression Model................................................................................................... 79-80
  Admission Procedure.............................................................................................. 80-83
  Procedures for Terminating Students from the Social Work Program................... 83
    Academic Termination........................................................................................... 83
    Non-Academic Termination.................................................................................. 83
    Withdrawal or Temporary Suspension.................................................................. 84-85
    Selecting Out Students from the Social Work Program.................................... 85-86
<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 6</td>
<td>Application for School Social Work Licensure</td>
<td>87-89</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>Full Progression Application</td>
<td>90-95</td>
</tr>
<tr>
<td>Appendix 8</td>
<td>Individual Student Plan for Conditional Admission</td>
<td>96-97</td>
</tr>
<tr>
<td>Appendix 9</td>
<td>Petition for Exception</td>
<td>98-101</td>
</tr>
<tr>
<td>Appendix 10</td>
<td>Evaluation for Field Setting</td>
<td>102-105</td>
</tr>
<tr>
<td>Appendix 11</td>
<td>Field Instruction Mid-term Seminar Evaluation</td>
<td>106-107</td>
</tr>
<tr>
<td>Appendix 12</td>
<td>Guide for Resume Preparation</td>
<td>108-110</td>
</tr>
<tr>
<td>Appendix 13</td>
<td>Sample Social Work Affiliation Agreement</td>
<td>111-115</td>
</tr>
<tr>
<td>Appendix 14</td>
<td>Student Placement Plan</td>
<td>116-118</td>
</tr>
<tr>
<td>Appendix 15</td>
<td>Incident Report Form</td>
<td>119-120</td>
</tr>
<tr>
<td>Appendix 16</td>
<td>Grading Scale</td>
<td>121-122</td>
</tr>
<tr>
<td>Appendix 17</td>
<td>Early Warning Form</td>
<td>123-124</td>
</tr>
<tr>
<td>Appendix 18</td>
<td>Evaluation of Student Performance by Field Instructor</td>
<td>126-134</td>
</tr>
<tr>
<td>Appendix 19</td>
<td>Student’s Self-Assessment</td>
<td>135-136</td>
</tr>
<tr>
<td>Appendix 20</td>
<td>Evaluation of Student Performance by the Field Liaison</td>
<td>137-144</td>
</tr>
<tr>
<td>Appendix 21</td>
<td>Student’s Evaluation of Field Instructor</td>
<td>145-147</td>
</tr>
<tr>
<td>Appendix 22</td>
<td>Agency Evaluation of the Social Work Program</td>
<td>148-150</td>
</tr>
<tr>
<td>Appendix 23</td>
<td>Social Work Program’s Evaluation of Agency</td>
<td>151-153</td>
</tr>
<tr>
<td>Appendix 24</td>
<td>Student in Academic Difficulty</td>
<td>154-155</td>
</tr>
<tr>
<td>Appendix 25</td>
<td>Portfolio Criteria and Graduate Evaluation</td>
<td>156-157</td>
</tr>
</tbody>
</table>
The Social Work Program

I. BACCALAUREATE SOCIAL WORK EDUCATION

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 newly formed 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 (although not in Tennessee), can become licensed as social workers. 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's of Science in Social Work (MSSW) or Master's 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 1) 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.

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 and Practice Behaviors

**Competency 1—Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

1.4 use technology ethically and appropriately to facilitate practice outcomes; and

1.5 use supervision and consultation to guide professional judgment and behavior.

**Competency 2—Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences; and
2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice**
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

3.2 engage in practices that advance social, economic, and environmental justice.

**Competency 4 – Engage In Practice-informed Research and Research-informed Practice**
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

4.1 use practice experience and theory to inform scientific inquiry and research;

4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5 – Engage in Policy Practice**
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

5.2 assess how social welfare and economic policies impact the delivery of and access to social services;

5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities**
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups,
organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration. Social workers:

8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

9.1 select and use appropriate methods for evaluation of outcomes;
9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

_Taken from the CSWE 2015 Educational Policy and Accreditation Standards_
Special State and Federal Laws for Educational Purposes

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 (AD 103) prior to the deadline for adding courses.

Family Educational Rights and Privacy Act

This act provides for confidentiality of academic student records; however, it also provides for basic identification of people at UT Martin without the written consent of the individual. Release of information to third parties includes directory information. Such information includes 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 will release information in compliance with the Solomon Amendment.

The categories contained in the university directory are publicly displayed outside of Academic Records (AD 103). These items may be disclosed without prior written consent, unless a student notifies the Registrar in writing to the contrary prior to the end of the first week of classes. The university applies an “all or nothing” policy to the release of student directory information.

UT Martin is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA Institution

The University of Tennessee is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA institution in the provision of its education and employment programs and services. All qualified applicants will receive equal consideration for employment 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.

Inquiries should be directed to the Office of Equity and Diversity (OED):

303 Administration Building
Martin, TN 38238
Office: (731) 881-3505
TTY: (731) 881-4889
Admissions

After meeting those criteria outlined for admission to the University and being in compliance with University Policy, a student may declare social work as a major upon admission or any time thereafter. (See Appendix 4, Social Work Program Information Sheets and Appendix 5, Admission and Termination Policies and Procedures)

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:
II. CURRICULUM

BACHELOR OF SCIENCE IN SOCIAL WORK

For students graduating under the 2015-2016 catalog

The student must complete the following minimal requirements and earn a grade of C or better in all courses required for the major. A minimum portfolio score of 10 is required by all students for graduation in social work. All students considering a major in Social Work are instructed to meet with a Social Work faculty member at the earliest opportunity. Academic credit for life experiences and previous work experience shall not be given in whole or in part in lieu of the field instruction or any other Social Work course. No minor is required.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Semester Hours</th>
<th>Course Requirements</th>
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<tbody>
<tr>
<td>GENERAL EDUCATION</td>
<td>38-40</td>
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<tr>
<td>Aesthetics</td>
<td>3</td>
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<tr>
<td>Complete three hours from approved general education listing in front of University Catalog.</td>
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<tr>
<td>Art 110</td>
<td>Understanding Visual Art (3)</td>
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<td>Art History 210</td>
<td>The History of Art (3)</td>
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<tr>
<td>Art History 211</td>
<td>The History of Art (3)</td>
<td></td>
</tr>
<tr>
<td>Dance 110</td>
<td>Understanding Dance (3)</td>
<td></td>
</tr>
<tr>
<td>Music 111</td>
<td>Masterpieces of Music (3)</td>
<td></td>
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<tr>
<td>Music 112</td>
<td>Music in Our Time (3)</td>
<td></td>
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<tr>
<td>Music 113</td>
<td>Survey of Western Masterpieces and World Music (3)</td>
<td></td>
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<tr>
<td>Music 114</td>
<td>Historical Survey of Jazz (3)</td>
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<tr>
<td>Music 115</td>
<td>Music of the Masses: A Study of Popular Music (3)</td>
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<tr>
<td>Theatre 110</td>
<td>Understanding Theatre (3)</td>
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<tr>
<td>Theatre 111</td>
<td>Understanding Theatre (3)</td>
<td></td>
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<tr>
<td>Exceptions:</td>
<td>No exceptions for any major</td>
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<tr>
<td>Biological and Physical Systems</td>
<td>8</td>
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<tr>
<td>Complete two courses:</td>
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<tr>
<td>Any lab science course listing under the general education labs science and</td>
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<tr>
<td>Zoology 201 or 251</td>
<td>Human Anatomy Physiology (4)</td>
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<td>(Zoology is a prerequisite to Social Work 320)</td>
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<tr>
<td>Communications</td>
<td>9-14</td>
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<tr>
<td>All students must successfully complete the following courses unless noted below:</td>
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<tr>
<td>English 100</td>
<td>English Studies: Critical Thinking and Writing (4)</td>
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<tr>
<td>and English 110</td>
<td>English Composition: Critical Thinking and Writing (4)</td>
<td></td>
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<tr>
<td>or English 111</td>
<td>English Composition (3)</td>
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<tr>
<td>English 112</td>
<td>English Composition (3)</td>
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Communications 230  Public Speaking (3) ____
(Students must complete English 100 and 110, or 111 with a grade of “C” or better before proceeding to English 112 or Communications 230.)

**Humanities**

9

Complete three courses from approved general education listing:

- English 250  British Literary Tradition (3) ____
- English 251  British Literary Tradition (3) ____
- English 260  American Literary Tradition (3) ____
- English 261  American Literary Tradition (3) ____
- English 270  World Literature (3) ____
- English 271  World Literature (3) ____
- French 250  France Today: The French People and Their Culture (3) ____
- German 250  Germany Today: The German People and Their Culture (3) ____
- Japanese 250  Japan Today: The People and Culture of Japan (3) ____
- Spanish 250  Latin America Today: The Peoples and Cultures of Latin America (3) ____
- History 121  Development of World Civilization I (3) ____
- History 122  Development of World Civilization II (3) ____
- History 201  History of the United States I (3) ____
- History 202  History of the United States II (3) ____
- Philosophy 110  The Adventure of Ideas (3) ____
- Philosophy 120  The Adventure of Ideas (3) ____
- Philosophy 130  Ethics and Race (3) ____
- Philosophy 160  Introduction to Ethics (3) ____

Exceptions:  No Exceptions for any major

**Mathematics**

3-8

- Math 100  Essentials of Algebra I (4) ____
- Math 110 (8 hrs)  Essentials of Algebra II (4) ____
- or  Math 140  College Algebra and Elementary Functions (3) ____

**Social and Behavioral Sciences**

6

Complete both of the following courses:

- Sociology 201  General Sociology (3) ____
- Psychology 101  Introduction to Psychology (3) ____

**OTHER REQUIRED COURSES**

16-20

Complete any two course from the following:  (6) ____

- Economics 201 or 202  Principles of Macroeconomics/Microeconomics (Prereq: A college level math course)
- Political Science 210 or 220  American Government and Politics
- Consumer Resource Management 205  Cultural Etiquette
- Mathematics 210  Elementary Statistics and Probability (Prereq: Math 100-110, or Math 140, or 170, or 185, or 251 or appropriate mathematics placement)
Foreign Language

Completion of 122 or higher in any language (4-8) __
(Foreign Language Placement Test may be taken online)

Sociology 202 or 308

Social Problems or Marriage and the Family (3) __

SOCIAL WORK REQUIREMENT 51

Social Work 200
Introduction to Social Work and Social Welfare (3) ___

Social Work 220
Understanding Human Diversity and Oppressed Populations (3) ___

Social Work 300
Social Welfare Policies and Services (3) ___
(Prereq: approval for initial progression)

Social Work 320
Human Behavior and Social Environment I (3) ___
(Prereq: Approval for initial progression; ZOOL 201 or 251, PSY 110 or 120)

Social Work 330
Human Behavior and Social Environment II (3) ___
(Prereq: SWRK 320)

Social Work 340
Social Work Practice I (3) ___
(Prereq: SWRK 320 and concurrent registration in SWRK 350)

Social Work 350
Social Work Skills and Techniques (3) ___
(Prereq: SWRK 320 and concurrent registration in SWRK 340)

Social Work 400
Social Work Practice II (3) ___
(Prereq: SWRK 340 and approval for advanced progression)

Social Work 410
Social Work Research and Evaluation (3) ___
(Prereq: MATH 210 and approval for initial progression)

Social Work 440
Social Work Practice III (3) ___
(Prereq: SWRK 400 and approval for advanced progression)

Social Work 460
Social Work Senior Seminar (2) ___
(This course must be taken the semester prior to SWRK 490)

Social Work 470
Social Work Field Instruction Preparation (1) ___
(This course must be taken the semester prior to SWRK 490)

Social Work 490
Social Work Field Instruction (12) ___
(Prereq: Completion of all other courses required for graduation and approval for full progression.)

Social Work Elective
Any two Social Work Electives (6) ___
(Social Work 315, 325, 335, 345, 355, 365, 375, 415, 425, 455 (425 may be repeated with different topics)

ELECTIVES 10-15 _____ _____ _____ _____

Total Semester Hours Required For Graduation………..120
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours Required</th>
<th>Requirement Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Requirements (38-40 hours)</strong></td>
<td></td>
<td></td>
</tr>
<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>
</tr>
<tr>
<td></td>
<td></td>
<td>Any other lab science under general education lab science listing in University Catalog</td>
</tr>
<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>
</tr>
<tr>
<td></td>
<td></td>
<td>ENGL 112 (Prereq: Minimum grade of C in ENGL 111)</td>
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<tr>
<td></td>
<td></td>
<td>COMM 230 (Prereq: Minimum grade of C in ENGL 111)</td>
</tr>
<tr>
<td>Aesthetics (3 hours)</td>
<td>3</td>
<td>Complete three hours from approved general education listing</td>
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<tr>
<td></td>
<td></td>
<td>Art 110 DAN 110 MUS 112 MUS 115 ARTH 210 MUS 110 MUS 113 THEA 110 ARTH 211 MUS 111 MUS 114 THEA 111</td>
</tr>
<tr>
<td>Humanities (9 hours)</td>
<td>9</td>
<td>Complete nine hours from approved general education listing</td>
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<td></td>
<td></td>
<td>ENGL 250 FREN 250 JAPN 250 ENGL 251 GER 250 PHIL 110 ENGL 260 HIST 121 PHIL 120 ENGL 261 HIST 122 PHIL 130 ENGL 270 HIST 201 PHIL 160 ENGL 271 HIST 202 SPAN 250</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(see catalog for prerequisites)</td>
</tr>
<tr>
<td>Mathematics (3 hours)</td>
<td>3 to 8</td>
<td>Mathematics 100-110 (4,4) or 140 (3)</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences (6 hours)</td>
<td>3</td>
<td>SOC 201</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSYC 101</td>
</tr>
</tbody>
</table>

**Other Required Courses (16-20 hours)**

- **Complete two of these courses (6 hours)**
  - ECON 201
  - PSOC 210
  - CRMG 205
  - ECON 202
  - PSOC 220
  (Coreq: ECON 201 & 202 is a college level math course)

- **Foreign Language (4 hours)**
  - Completion of 122 or higher in any language

- **Mathematics (3 hours)**
  - Completion of the following:
    - Mathematics 210 (Prereq: MATH 100-110, or 140, or 170, or 185, or 251 or appropriate mathematics placement)

- **Sociology (3 hours)**
  - Completion of one of the following:
    - SOC 201 or SOC 308
### Social Work Major Core Requirements (51 hours)

<table>
<thead>
<tr>
<th>Credit</th>
<th>Course</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Social Work 200 Pre-major course</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Social Work 220 Pre-major course</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Social Work 300 (Prereq: Approval for initial progression)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Social Work 320 (Prereq: Approval for initial progression; ZOOL 201 or 251, PSYC 101)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Social Work 330 (Prereq: SWRK 320)</td>
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<tr>
<td>3</td>
<td>Social Work 340 (Prereq: SWRK 320 &amp; concurrent registration in SWRK 350)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Social Work 350 (Prereq: SWRK 320 and concurrent registration in SWRK 340)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Social Work 400 (Prereq: SWRK 340 and approval for advanced progression)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Social Work 410 (Prereq: Math 210 and approval for initial progression)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Social Work 440 (Prereq: SWRK 340 and approval for advanced progression)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Social Work 460 (This course must be taken the semester prior to SWRK 490)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Social Work 470 (This course must be taken the semester prior to SWRK 490)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Social Work 490 (Prereq: Completion of all other courses required for graduation and approval for full progression)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Social Work Elective (SWRK courses with numbers ending in 5)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>in 5</td>
<td></td>
</tr>
</tbody>
</table>

### Elective Hours (10-15)

<table>
<thead>
<tr>
<th>Credit</th>
<th>Course</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 to 15</td>
<td>Electives (10-15)</td>
<td>Enough electives to meet the 120 hours required for graduation</td>
</tr>
</tbody>
</table>

### Notes:

*Minimum hours required for a BSW 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 that they have been enrolled at UT Martin or any other public community or university when the catalog was in effect.
* A minimum grade of C (2.0) must be made in every major required course.
* 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 than eight (8) credit hours of PACT.
* File an application for a diploma with the Office of Academic Records, 103 Administration Building, before registering for final semester. (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 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.
School Social Work License

The Social Work Program, in collaboration with the College of Education and Behavioral Sciences (COEBS), 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:

- graduated from a CSWE-accredited social work program;
- completion of SWRK 375 Social Work in a School Setting;*
- completion of Human Learning 325 Educational Psychology OR Teacher Education 716 Growth and Development in School Age Students, 9-12;
- completion of Special Education 300 (500) Exceptional Child;*
- completion of Educational Studies 450 (650) The School, the Teacher, and the Law;*
- completion of SWRK 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;
- recommendation from the UT Martin Social Work Program; and
- recommendation from the UT Martin College of Education and Behavioral Sciences.

Applications for School Social Work Licensure are available in the Department of Behavioral Sciences office. (Appendix 6)

*Students must receive a grade of C or above to successfully complete courses.
Other Career Opportunities

Social work offers a variety of other career opportunities for working with people and helping them meet their needs. These opportunities include:

**Child Protection.** For those who would like working with abused, neglected, runaway, or abandoned children. 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 the aged, the homeless, the disabled, dependent children, spouse abuse, and families experiencing social and economic problems.

**Alumni Placements.** 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 alcohol and drug treatment programs, child health and development, programs for abused children, developmental disability’s programs for children and adults, rehabilitation and training programs, hospitals, nursing homes, and other health care settings, Juvenile Courts, mental health counseling, public schools, Tennessee Department of Children Service, Tennessee Department of Corrections, Employment Security, Human Services, Public Health, Social Security Administration, vocational rehabilitation, etc.
Listing of Career Opportunities for Social Work Majors

- Alcohol and Drug Related Programs
- Boy/Girl Scouts of America
- Bureau of Indian Affairs
- Child Development Centers
- Vocational Rehabilitation
- Dialysis Clinics
- Easter Seal Programs
- Boys/Girls Club of America
- Housing Authorities
- Maternity Homes
- Child Care Institutions (public and private)
- Day Care Associations/Centers
- Home Health and Hospices Agencies
- Industry (Employee Assistance Programs)
- Juvenile Courts and Probation
- Mental Health Centers/Hospitals (in/out patient)
- Prisons and Other Penal Institutions
- Christian Social Work Ministries
- Public Health Agencies (city/state)
- Services to the Aging; Gerontology
- Church Related Social Service Programs:
  * Catholic Charities
  * Baptist Children's Home
  * Lutheran Family Services
  * Jewish Family Services
  * Agape
  * Other
- Military Social Services
- OEO Programs (Head Start)
- Social Security Administration
- Psychiatric Hospitals
- Veterans Administration
- Police Departments
- Public Welfare Agencies
- Public Schools
- Hospitals
- Red Cross
Course Waivers and Academic Credit Policy

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.

Generalist Approach

The generalist model of social work practice is taught in the Program and students are enculturated to generalist practice identity through both academic and experimental learning activities. Generalist social work practice involves the professional use of values, knowledge and skills that facilitate the selection and application of a range of intervention processes to help meet the diverse needs of clients or constituents at every societal level. (Appendix 1)

Curriculum Design and Learning Style

Vocabulary Important to the Curriculum

The UT Martin Social Work curriculum has the design of continuity, sequence, and integration for the enhancement of learning outcomes. As a learner, the terms the student should know are:

Continuity: The recurring educational experience which reinforces particular content. It is a deepening of learning; repetition.

Sequence: Sequence goes beyond continuity by successively increasing levels of difficulty. It builds toward greater complexity and broadens learning. Each succeeding learning experience is more challenging, more complex than the last.

Integration: Integration is the unity of thought and understanding. It represents a total learning experience, conceptualization.

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 CSWE Educational Policy and Accreditation Standards. (Appendix 2)

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;
b. various cultures and value systems/social systems;
c. social welfare policy;
d. community resources;
e. personality theory and function; psychosocial stages of development;
f. psychosocial bases of abnormal behavior;
g. conceptual bases of various models of intervention/problem solving;
h. data gathering techniques and evaluation procedures;
i. knowledge of self, the human condition and environmental influences.

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;
b. observing and recording;
c. interpersonal, interactional skills (ability to relate meaningfully and comfortably with others);
d. group skills;
e. changing behavior and enhancing emotional and social growth;
f. consultation; teamwork;
g. social work problem solving; intervention;
h. advocacy (an agent of the person in need);
i. administration (management; leadership; supervision).

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;
b. respect for and understanding of "different" individuals and cultural lifestyles and values.
c. non-judgmental attitude;
d. belief that all persons are capable of change;
e. sensitivity and alertness to injustices, hurts, and threats to people's social welfare and well-being.
f. exercise of personal responsibility and initiative in carrying out goals of the social work profession;
g. humility regarding one's own limitations...and willingness to seek assistance;
h. understanding and acceptance of value conflicts;
i. self-awareness and striving toward personal improvement.

On the following page is a chart depicting the movement of students, in terms of learning, through the curriculum.
# Movement of Student Learning

<table>
<thead>
<tr>
<th>Course (required)</th>
<th>Instruction*</th>
<th>Degree Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 200 Introduction to Social Work and Social Welfare</td>
<td>I</td>
<td>Acquaintance/ Introduced</td>
</tr>
<tr>
<td>(Overview to the Program and profession; observe in settings where services are provided; tour agencies; etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWRK 220 Understanding Human Diversity and Oppressed Populations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Investigate the status of women, minorities, and 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></td>
<td></td>
</tr>
<tr>
<td>(Case study of influences of environment on behavior; 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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</table>

**SWRK Elective**

<table>
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<tr>
<th>Course</th>
<th>Instruction*</th>
<th>Degree Level</th>
</tr>
</thead>
<tbody>
<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/ Reinforced</td>
</tr>
<tr>
<td>(Observation of agency or community group or family)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWRK 440 Social Work Practice III</td>
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<td></td>
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<tr>
<td>(Second field practice experience)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWRK 460 Social Work Senior Seminar</td>
<td>V</td>
<td>Ability to Apply/Mastery</td>
</tr>
</tbody>
</table>
<| SWRK 470 Social Work Field Preparation | |
| SWRK 490 Social Work Field Instruction | (Block placement in an agency for one semester) |

*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 the Degrees or Levels of Learning

1. **Acquaintance/Introduced**: An idea of the major considerations involved in the subject, but not in 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, but it is 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. It is sufficient to be able to recognize the interrelationship of forces acting within or on the subject area.

5. **Ability to apply/Mastery**: A sufficient understanding. It is knowledge or skill sufficient to assure an effective performance or a satisfactory conclusion. In the curriculum, the ability to apply is demonstrated ability through field instruction.
III. FIELD PRACTICE EDUCATION

Philosophical Approach to Field Practice

The general learning experience of field instruction is governed by the overall primary objectives of all the Program component areas, whose purpose is to prepare each student for his/her role of beginning generalist practitioners in professional social work.

Field instruction affords each student the opportunity to combine theoretical knowledge with skill acquisition, values clarification, and professional development. The instruction teaches students how to conduct their behavior in such a manner as to demonstrate a commitment to the values and ethics of the profession.

Purpose of Field Instruction

The purpose of the field instruction is to produce a professionally reflective, self-evaluating, knowledgeable, and developing social worker. At UT Martin, the field instruction is an integral part of the curriculum of the Social Work Program. In the instruction, students apply theoretical knowledge within a social welfare context with the use of practical skills acquired in the social work foundation areas.

Using ecological problem solving principles and methods with clients and other systems, the field experience provides the student with the opportunity to apply the generalist approach. The expectation is that students perform as beginning level practitioners, as they continue to develop interviewing and relationship skills, professional discipline, ethical standards and values, the ability to constructively use supervision, and to integrate theory with practice.

Competencies of the Field Instruction

The educational competencies of the field instruction are specifically related to the Social Work Program’s overall competencies, goals, and mission. The student’s field evaluations are used as program measures. The field competencies also relate to the development of ecological generalist practice skills and competencies for working with various client systems at the micro, mezzo and macro levels of practice.

Competency 1—Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:
1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

1.4 use technology ethically and appropriately to facilitate practice outcomes; and

1.5 use supervision and consultation to guide professional judgment and behavior.

**Competency 2 – Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences; and

2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

3.2 engage in practices that advance social, economic, and environmental justice.

**Competency 4 – Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

4.1 use practice experience and theory to inform scientific inquiry and research;
4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5 – Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
5.2 assess how social welfare and economic policies impact the delivery of and access to social services;
5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and
decision-making. Social workers:

7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration. Social workers:

8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

9.1 select and use appropriate methods for evaluation of outcomes;

9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
Field Instruction Structure

SWRK 490 - Social Work Field Instruction  The UT Martin Social Work Program has a clearly designed Field Instruction which is an integral part of the curriculum in social work education and a requirement for all students earning a BSSW.

The 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. It consists of an one-semester block placement of 40 hours per week, for a total of approximately 600 hours per semester. Students receive 12 semester hours of course credit and a letter grade for the course.

Students are placed in agencies located primarily in the 21 counties of Northwest Tennessee, with a limited number of placements as far away as Nashville and Memphis. Additionally, a few placement agencies are also located in Southwest Kentucky and Northeast Mississippi.

SWRK 490 - Social Work Field Instruction is taken during the student's final semester of school. Students must meet all of the identified criteria, make application, and be accepted in order to enroll in the field instruction. Students' applications may be approved for full progression; conditional approval; deferred approval with the completion of an Individual Student Plan; or denied. (Forms relating to this process can be found in Appendix 7 - Full Progression Application and Appendix 8 – Individual Student Plan for Conditional Admission) Students are prohibited from taking additional classroom courses while in Field Instruction. If, because of unusual circumstances, students need to take a class along with Field Instruction, they are required to petition for an exception. (Appendix 9)

Built into the block placement is an integrative seminar in which students have daylong seminars with the field liaison. The purpose of the seminar is to ensure that academic knowledge and theory are being integrated with practice skills in the field setting, and to ensure that happens within the appropriate social work values and ethical context.

Field experience is structured to provide a continuum of learning experiences for the student. As discussed earlier, the teaching/learning model moves from "acquaintance" to the "ability to apply" through stages of a process which incorporate continuity, sequence, and integration. Each required social work course includes knowledge and theory building and related field experiences, leading the student in a continuous progression of movement from acquaintance --through instruction and observation - to application - through skill development in agency practice experience. Each required social work course in the curriculum builds on the other.

The demonstration of knowledge gained in the classroom is reflected in skills applied in performance in the instruction setting. SWRK 490 – Social Work Field Instruction is at #V, the "ability to apply" level of learning. Prior to students taking SWRK 490 - Social Work Field Instruction, they are also involved in earlier field experiences in SWRK 340 – Social Work Practice I and SWRK 440 – Social Work Practice III. (Appendix 10)

Selection of Settings for Field Placement - Social service settings throughout the region serve as field placement sites. Potential settings may be identified through the following processes:

1. the Coordinator of Field Practice or faculty field liaison may initiate contact with the prospective agency;
2. agencies may initiate contact directly with the Program through the Director of the Program;
   or
3. students may recommend potential settings for follow-up contact by the Coordinator.
Criteria for the Selection of Field Instruction Settings

Following are criteria for the selection of field agencies (Appendix 11):

- the settings’ philosophy and standards are consistent with the goals of social work education and the values and ethics of the Social Work Profession;
- there is clarity in the setting in regard to its programs and methods;
- the setting qualifies for membership in local and national standard-setting bodies, appropriate to its field of service and/or meets the approved criteria of appropriate governmental agencies;
- the administrator and staff demonstrate a conviction for professional education and accept the objectives and educational focus of the Program of Field Instruction;
- there is sufficient staff who are so deployed that the basic program of the agency is maintained and developed without reliance on students. This does not preclude enhancement of the basic program through student activity;
- the Social Service Department of an institution such as a hospital, court, or school, is an integral part of the program of the institution both in philosophy and structural organization of service;
- there are a variety of learning opportunities available that are appropriate for baccalaureate level social work students;
- if a setting is deficient, plans can be made with the Coordinator and Field Liaison for complimentary learning experiences in another setting;
- the field instructor is willing to work with a student and the Program's Field Liaison in a cooperative manner to facilitate the student's field experience;
- the setting is willing to risk involving students in appropriate responsibilities for practice through clearly defined tasks;
- the setting is able to provide the student with the necessary physical resources for the learning experience, such as office space, telephone, dictating facilities, supplies, travel reimbursement, and clerical support services;
- compliance with nondiscrimination standards, in relation to students and client systems on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political preference or sexual orientation.

Selection of Field Instructors

Potential field instructors in approved settings may be identified according to the following approaches:

- the agency representative may recommend to the college the names of social workers who appear to meet the criteria for appointment as field instructors;
- the program may suggest to the agency names of social workers who appear to meet the criteria;
- an agency social worker who is interested in being a field instructor may request consideration.
Criteria for Selection of Field Instructors

Potential field instructors may be identified according to the following approaches:

- must be MSW or BSW social worker employed by or an affiliate of an agency;
- must be a competent practitioner with two years of post degree experience;
- is interested in undergraduate social work education as a process; and is willing to supervise a variety of students with diverse learning needs;
- is available in the agency while the student is in placement and is able to devote adequate time to instruction/supervision (at least one hour per week);
- is willing to work cooperatively with the faculty field liaison and the Program to insure a successful placement experience;
- must have a commitment to professional social work and its ethical standards;
- must have a positive attitude and appreciation toward cultural, ethnic, and racial diversity.

Field Instruction Integrative Seminar

Students enrolled in SWRK 490 - Social Work Field Instruction are required to attend integrative seminars that are a part of the course. The seminars are held for a full day and occur a minimum of three times during each semester at UT Martin. The purpose of the seminars is to reinforce the integration of knowledge gained in the classroom and with the skills that are being developed in the instruction setting. Particular focus is the development of appropriate values and ethics in the instruction that are consistent with those of the social work profession.

In the seminars, students examine the nature, structure, function, and scope of the social work instruction. Multiple instructional formats are used and include discussions, presentations, role plays, videotapes, etc.

Orientation and Field Seminars

Orientation seminars are held once each semester for new or prospective field instructors. Content of this seminar relates to curriculum, educational supervision, learning styles, unique problem areas with students, policies and procedures of the University and the Social Work Program as they relate to the Field Instruction.

While students are in placement, a mid-semester seminar is held in which students and their field instructors return to campus for a daylong seminar. One half of the day is spent with instructors and students together in a workshop or with a special presentation. After a lunch together, in which the field instructors are guests of the Program, the other half of the day is spent with the two groups divided. The small focus groups talk about their experiences thus far in the instruction and provide the Program with welcome information about the positive aspects of the Program, students, and field instructors as well as suggestions about needed improvements. Each group of students and field instructors has an opportunity to hear comments from the other group's perspective.
**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 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.

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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.
IV. ROLES, RESPONSIBILITIES, AND EXPECTATIONS

To insure a quality Field Instruction, it is essential that key persons involved in the Instruction understand their roles and work cooperatively. The following section delineates the roles, responsibilities, and expectations that are considered essential to the proper functioning of the Field Instruction Program:

**Role of the Coordinator of Field Instruction**

The Coordinator of Field Instruction oversees the contribution of the field instruction to the objectives of the Program's Curriculum. In addition, the Coordinator carries responsibility for the effective and efficient coordination of Instruction activities involving faculty, field consultants, students, and agencies. Specifically, the Coordinator's responsibilities are to:

- Organize and coordinate placement of students in field instruction settings;
- Assign students to placements;
- Interpret field instruction policies and procedures to students, agencies, and faculties;
- Serve as facilitator/mediator in grievances, conflicts, or differences that may occur;
- Communicate regarding the field instruction component of the Program as a representative to external constituencies;
- Assume the Faculty Field Liaison role to all students in the instruction during spring semester and to selected settings during fall semester;
- Develop and evaluate new field instruction settings;
- Organize orientations and seminars for students and instructors for the field instruction;
- Develop and maintain current information on students, affiliated agencies, and field instructors;
- Assign Field Liaisons to instruction settings;
- Maintain statistical records on relevant data for planning purposes;
- Participate in teaching, research, and service appropriate to the role;
- Coordinate and provides staff support to the Professional Practice Advisory Committee (PPAC);
- Participate in the preparation and maintenance of a current *Field Instruction Manual* and other materials which have an educational value for field instructors;
- Initiate and respond to faculty, student, and agency suggestions for the continuous upgrading of the field instruction; and
- Provide to placement agency introductory, informational material regarding student to be placed.
Role of Faculty Field Liaison

The Faculty Field Liaison is a faculty member who serves as liaison between the agency and the Program and as a resource person to the agency field instructor. While the field instructor has the primary educational role with the student, the faculty field liaison acts as a facilitator to the field instructor and, when necessary, provides a mediating or problem-solving function in the student's field education. Since the faculty field liaison is also the student's integrative seminar instructor, (s)he is in a unique position to help facilitate the student's integration of field and classroom learning. Specific responsibilities of the faculty field liaison are to:

- participate, study, evaluate, and make recommendation to the coordinator regarding acceptance of agencies as field instruction settings;
- meet with the field instructor prior to placement to provide information and to discuss relevant information regarding the student and to assist in planning placement assignments;
- maintain contact with the field instructor via telephone, correspondence, and through a minimum of two agency visits per semester for each student;
- assist the field instructor in the design of learning experiences for the student; to assess with the field instructor the adequacy of the student's field performance; and to consult with and advise the instructor regarding any learning problems which the student may have;
- provide the field instructor and other relevant agency personnel with current knowledge about the social work program academic curriculum and any necessary assistance in relating it to Field Instruction;
- confer with the field instructor regarding the student's semester evaluation, assign the Field Instruction grade, and insure that the written evaluation and grade are submitted to the Program at the specified time;
- participate in the new field instructors' orientation and conduct monthly seminars with the students in placement;
- report to the Coordinator on the progress of the students in placement, any problems encountered, and recommendations about future use of the placement and/or the field instructor;
- contribute ideas for innovation and upgrading of the field instruction and for expansion into new settings.
Role of Field Instructor

The field instructor has principal responsibility for the student's education in field instruction. The Field Instructor is a primary role model for the student by demonstrating professional skills and behaviors and a teacher in that (s)he guides the student in the learning and integration of social work knowledge, values, and skills. In this role the field instructor:

- explicates to the student the educational objectives of the UT Martin Social Work Program;
- assists the student in designing, negotiating and implementing a wide range of field learning experiences in keeping with the expectations of the Social Work Program, the student's individual needs and objectives, and the expectations of the setting;
- helps the student become familiar with and utilize resources within the agency as well as the larger Social Welfare System;
- selects and makes appropriate assignments that take into consideration as much as possible the student's past experience, learning patterns, and career expectations;
- meets with the student for weekly planned conferences to engage in continuing mutual educational assessment;
- submits a written plan of educational goals for the student’s learning to the faculty field liaison;
- evaluates progress continuously with the student and submits a formal written evaluation of student’s performance to the Faculty Field Liaison;
- recommends an appropriate well documented grade to the Faculty Field Liaison prior to the deadline for each semester;
- communicates on a continuing basis with the Faculty Field Liaison regarding the student's performance;
- participates in educational programs for field instructors and in other opportunities for Program-agency exchange;
- develops a relationship with the students that will provide for a climate of reciprocal learning;
- encourages maximum student activity and creativity within educationally sound limits;
- provides the student with ready accessibility to self (a minimum of one hour weekly) and support staff; and
- contributes knowledge and suggestions to the Program for up-dating the Program.
Responsibilities of the Student

The student is an adult learner with a commitment to and investment in preparation for a career in the Profession of Social Work. Specifically, expectations of the students are to:

- adheres to the policies and procedures of the Program and the field instruction setting, including the agency norms like dress codes, working hours, snow days, and attendance;
- assumes responsibility for completing the prescribed hours of field instruction;
- notifies the field instructor of all absences in advance and arranges to make up the time to the satisfaction of the instructor;
- prepares for conferences with the field instructor;
- makes the field liaison aware of any potential difficulties;
- advocates for self in pursuit of learning;
- clarifies with agency expectations related to transportation of clients, transportation during work and insurance coverage for these purposes;
- provides own transportation to and from the field practice agency. (Students with cars must have a current, valid driver's license);
- seeks as appropriate, clarification of agency policy on reimbursement for mileage and other instruction related expenses;
- brings to the field instructor any problems or dissatisfaction with the field experience and to engage constructively in finding solutions, if possible. If the problem cannot be resolved, the student should contact the field liaison;
- attends and participates in all field instruction seminars;
- pays for student liability insurance before the field placement starting date;
- provides the field coordinator with an updated copy of the student's resume prior to beginning placement to be shared with the instruction agency;
- uses the NASW Code of Ethics (Appendix 3) as a guide in all agency activities;
- respects the client/agency confidentiality as well as other principles of social work;
- engages actively in the evaluation process, seeking ongoing feedback from the field instructor and participating in the semester formal evaluation; and
- engages in appropriate termination activities with clients and setting at any point instruction ends.
Description and Role of the Professional Practice Advisory Council (PPAC)

Membership in the Professional Practice Advisory Council is comprised of professional community practitioners and two student representatives. The PPAC members are practitioners, alumni, and administrators of social service agencies. They come from all over the UT Martin geographical service area and represent a variety of practice fields. Several members also have served or are currently serving as field instructors. The student representatives are presidents of the two activity groups of the Program, Phi Alpha and the SSWA or their designees.

The PPAC meets a minimum of two times per academic year. The objectives of the Council are to contribute to the ongoing evaluation of the total curriculum of the Program and to advise the Program about curricular, Program, and field planning as it relates to current needs of the professional community. This exchange between professional practitioners and social work educators helps to maintain social work 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.

The PPAC has proven to be an excellent vehicle in which the Field Practice Program and the social work practice community work together to understand and exchange knowledge regarding current trends in social work practice and field education. To assist them in their task and to facilitate their work, each member is provided with copies of the latest edition of Council on Social Work Education’s (CSWE) Curriculum Policy Statement, the Educational Policy and Accreditation Standards (Appendix 2), and copies of the Social Work Program's Advisement Handbook for Social Work Majors and Field Instruction Manual.
V. FIELD INSTRUCTION

Placement Process

Preparation for field placement begins with a group meeting held by the Coordinator of Field Instruction with prospective students who will be entering the field instruction the following semester. The Coordinator provides an overview of participating placement agencies listed in the Agency Resource File that is kept in the Department of Behavioral Sciences Office, and responds to questions students have about the field instruction. The Agency Resource File contains information to familiarize the students with a range of human service organizations in the community. At the end of the meeting, students are given a packet containing the Progression in Admission to the Social Work Program Advising Sheet used for academic advising, (Appendix 4) information and membership applications for the NASW, and are given instructions concerning student professional liability insurance.

Effort is made to prepare the students for field by reducing student anxiety, clarifying expectations, and providing complete information and teaching problem-solving skills. The UT Martin Social Work Program is structured so that the instructor for the last practice course in the social work curriculum, prior to entering field instruction, is the Faculty Field Liaison who will supervise the students in field the following semester. (S)he as well as the Field Coordinator continues to work with the students, providing additional information and assistance as needed.

Placement Decision

The placement decision is made by the Coordinator and is a reflection of student input from the evaluation of the student’s performance in SWRK 470 – Social Work Field Instruction Preparation. Also taken into consideration are Program expectations for students and the availability of approved instruction settings. The placement decision is made after the student initiates and completes a pre-placement interview with one of her, Coordinator-approved, three preferences. Each of the student's requests is given full consideration, with special attention given to transportation needs, physical access, out-of-state placement requirements, and any special needs requiring a deviation in traditional scheduling.

A list (student placement roster), containing all of the identifying information about the instruction settings and the assigned students, is prepared by the Field Coordinator and distributed to the Field Liaison for his/her use in scheduling and making agency visits. The list of student placement is also provided to all students enrolled in placement. This helps to facilitate networking, problem-solving, and support among the cohort group.
Student Liability Insurance

Just as with any other professional practitioner, students in field instruction are at risk for being sued for malpractice. As a result, The UT Martin requires all students to purchase student liability insurance prior to enrollment in any field practice course. The insurance is provided through the University or NASW and the cost varies according to the fees charged by the particular insurance carrier. However, every effort is made to obtain the most economical coverage possible, and in the past, the cost has remained relatively low. Students should pay for their insurance with a check or money order to the Program Resource Specialist in the Department of Behavioral Sciences Office. No students will be allowed to enter field instruction without having purchased liability insurance. Should the student choose to purchase insurance through the NASW, the student must provide a receipt as proof of insurance to the Program Resource Specialist before entering field instruction.

Social Work Agency Affiliation Agreement

Formal, written agreements are used with all field placement agencies to delineate the roles and responsibilities of the University, the Program, the field agency, and the student. The Social Work Affiliation Agreement identifies each entity's expectations to abide by the policies and procedures outlined therein. Copies of these agreements are kept in the University Office of Business Affairs and in the Department of Behavioral Sciences Office. (Appendix 13)

Student Placement Plan

The Student Placement Plan is a document used by the field instructor and the student. (Appendix 15) The plan should be completed and sent to the faculty liaison by the fourth week of the semester in which the student is in placement. The faculty liaison will be responsible for placing a copy of the plan in the student's file.

After the student has had an opportunity to become aware of the services and learning experience available in the setting, the student and the field instructor should meet to decide on a realistic learning plan which incorporates the goals and learning activities of the student and instructor. A copy of the completed Student Placement Form should be submitted to the field liaison for approval and filing. The field instructor and the student will want to keep a copy of the form for use at the time of evaluation. The process by which these learning choices are made is as valuable as the product.

Background Checks for Field Instruction

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 Field Coordinator regarding specific requirements and linkage to available entities that provide these services.
VI. POLICIES AND PROCEDURES

Attendance
All students earning a BSSW Degree in the Social Work Program at UT Martin are required to complete a total of 600 hours during the semester. Typically, students are in placement 40 hours a week for 15 weeks. Days of attendance are arranged with the field instructor. Attendance is required. All absences must be made up to the satisfaction of the field instructor. Extended absences should be reported to the faculty liaison.

Holidays
Students observe the holidays of both the University and the agency. When holidays occur on field placement days, they are not required to be made up.

Breaks
Students are not expected to continue in field during fall or spring break. Students may continue in placement during spring break and complete their instruction experience one week earlier if that decision is mutually agreed upon by the field instructor and the student.

Professional Conduct
Students must conduct themselves in a professional and ethical manner toward clients, agency staff, students, and faculty. Because membership in a profession implies an encompassing set of values, professional conduct is expected at all times, on-campus and off-campus.

The UT Martin Social Work Program subscribes to the NASW Code of Ethics, (Appendix 3) which is discussed in the classroom, in field placements, and a copy of which the student signs at the time (s) he was admitted to the Program. Any act that would constitute unethical practice or a violation of law, whether committed in University-related activities or not, is grounds for disciplinary action, including dismissal from the Program. Any incident of professional misconduct which is committed during field practice will be written up by the student's field instructor on the Incident Report Form. (Appendix 16)

Recovering Persons
Those individuals enrolled in the UT Martin 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.

Transportation
All students must provide their own transportation to and from the agency. If transportation is a problem, this should be noted on the Full Progression Application Form. (Appendix 7) Students who drive their own vehicles (or those of the agency), must have a current, valid driver's license and automobile insurance. If students perform agency business, using their personal vehicles, agencies should reimburse the student for mileage. Ask your field instructor about mileage reimbursement if you are required to travel on the job.
Liaison Visitation

It is the expectation of the UT Martin Social Work Program that faculty liaisons make a minimum of two contacts a semester with each agency. It should be understood that some students and field instructors will require more contacts. Liaisons are also encouraged to be creative in providing service to students and instructors. Office conferences, group meetings, agency visits, and telephone conferences are just some methods by which liaisons can be available to students and field instructors.

Grading Policy

SWRK 490 - Social Work Field Instruction may not be repeated. The grade for this course is a letter grade, and the course must be passed with a grade of “C” or better. A grade for the course is earned through course assignments, the field exit exam, as well as an evaluation. The field liaison evaluation is and evaluation completed by the student’s field liaison, after taking the field supervisor and student self-evaluation into consideration. The combined evaluation counts for 60% of the final grade; the field exit exam counts for 15% of the final grade; and the course assignments count for 25% of the final grade.

The field instructor should notify the field liaison immediately if there is an indication that the student's performance is below satisfactory. If work is incomplete, the faculty liaison should be contacted. The "incomplete" requires the approval of the faculty liaison and a target date for completion. (Appendix 17)

Early Warning Policy

The purpose of the early warning is to assist in the identification of students experiencing academic difficulty in social work classes or in field instruction; and to facilitate the provision of academic support for retention and graduation of capable social work students. It is a mechanism for offering students assistance during the semester to improve the quality of their learning experience. Such a policy is needed to augment existing University notification of probationary status and grades after completion of course work in any given semester, when it is too late for academic assistance.

When it is recognized that a student is performing below the expected standards in a social work course (class or field), the faculty member should complete an Early Warning Form. (Appendix 18) The Early Warning Form for each student should be submitted to the Director of the Social Work Program no later than the eighth (8th) Friday of each semester.

The Program Director will inform the student's social work adviser of the problem identified by the faculty member and will be responsible for assisting the student in obtaining the support or help recommended by the faculty member, the social work adviser, or as request by the student. Such assistance may come from the student's social work adviser, members of the faculty, individual or group networks among social work students, or from University resources outside the Program.
VII. EVALUATIONS

In an effort to continuously improve and update the Social Work Program, a number of evaluations from a variety of sources are sought.

Evaluation of Student Performance by the Field Instructor

An evaluation of each student's progress in field instruction is required at mid-term and at the end of the semester. (Appendix 19) The grading process is incomplete without a well-developed narrative statement in support of the recommended grade. The narrative is expected to include a description of all assignments, the learning experiences and the educational purpose for those assignments. Wherever possible, the field instructor is encouraged to present examples that illustrate evaluative observations made regarding student learning.

The evaluation should be a joint appraisal by the field instructor and student of the student's progress in meeting the educational objectives during the period covered. The student's participation in the evaluation process should stimulate him/her to evaluate critically his/her own performance and to recognize areas of strength and weakness. The completed evaluation is given to the faculty field liaison or mailed to the Program where it is routed to the student's official file.

The evaluation, completed by the field instructor, should be read and signed by the student. Both signatures are required on the document. The student's signature only denotes that the student has read the evaluation. The student has the right to submit a written statement to the Program outlining the areas of disagreement with the evaluation.

Student's Self-Assessment

Each student is required to participate in a self-assessment process that includes the completion of a Student’s Self-Assessment Form (Appendix 20) and writing a paper.

Evaluation of Student by Faculty Field Liaison

Because the faculty field liaison teaches the student in seminar in addition to supervising him/her in the field instruction setting, the Liaison also completes an evaluation for each student in field placement. This evaluation also becomes a part of the student's official file. (Appendix 21)

Area of Concentration Achievement Test (ACAT)

The field instruction, begins on the first day of the semester, at which time all social work students enrolled for Field Instruction are required by the University to take the ACAT, a comprehensive achievement test covering four component areas of social work --social welfare policy and services, human behavior and the social environment, social work practice, and social research. The test is administered by the UT Martin Social Work Faculty in the Sociology Building. Students must score within a minimum of the fiftieth percentile on the test before they are allowed to graduate.

Field Exit Exams

As a part of the final field seminar, all graduating seniors will be required to take the field exit exam. This test will be administered by UT Martin faculty, and will be held on the UT Martin campus. This exam is given to measure mastery of the competencies and practice behaviors set forth by CSWE. Exit exam scores will count as 152% of the SWRK 490 final grade, and will be calculated into the student portfolio score.
Student Evaluation of Field Instructor

At the conclusion of the field instruction, students are required to evaluate their placement experience. Students are encouraged to comment and to rate various aspects of their field experience at the placement setting. The completed Student Evaluation of Field Instructor Forms are returned to the Field Coordinator. (Appendix 22)

Agency Evaluation of the Social Work Program

The field instruction agencies are requested to complete an agency evaluation of the Social Work Program. The information from the results of this evaluation is used to improve and update the Program. (Appendix 23)

Social Work Program's Evaluation of the Agency

The faculty field liaison completes a form evaluating the performance of the agency based on the criteria established for instruction settings by the Program. (S)he makes a recommendation about the suitability of the agency for continued use for the placement of students. (Appendix 24)

Termination of Placement

Prior to students reaching this termination of placement, the Social Work Program Faculty reaches out to those students experiencing academic difficulty and attempts to resolve the problem. (Appendix 25)

However, if it appears that termination is imminent, the faculty field liaison, as the Program representative, must be involved in all requests for placement changes. It is understood that prior to the withdrawal of a student from instruction experience with the agency, a discussion of all pertinent facts will be conducted with all persons concerned. Termination is regarded as a last resort in problem-solving.

The field instructor and the student are encouraged to make full use of the faculty field liaison to identify problem areas and to recommend solutions.

Once the decision has been made to terminate the placement, the student is expected to formally disengage from the agency. This may include terminating with clients, turning in keys, removing personal items, etc.

It is the responsibility of the field instructor to provide a final evaluation documenting the reasons for termination to the Field Coordinator.

The faculty field liaison is expected to confer with the Coordinator of field regarding the possibility of termination and to refer the student to the Coordinator upon termination.
### Examples of Social Work Field Placement Agencies

<table>
<thead>
<tr>
<th>Agency</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Office of the Courts' Court Community Relations</td>
<td>Park, KY</td>
</tr>
<tr>
<td>American Red Cross</td>
<td>Huntingdon, TN</td>
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<tr>
<td>Aseracare Hospice</td>
<td>McKenzie, TN</td>
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<tr>
<td>Avalon Hospice</td>
<td>Jackson, TN</td>
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<tr>
<td>Baptist Memorial Hospital A &amp; D/Psychiatric Unit</td>
<td>Union City, TN</td>
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<tr>
<td>Big Brother, Big Sisters of Middle TN</td>
<td>Nashville, TN</td>
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<tr>
<td>Board of Probation and Parole</td>
<td>Dresden, TN</td>
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<tr>
<td>Camelot Care Centers</td>
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<tr>
<td>CareAll</td>
<td>Martin, TN</td>
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<tr>
<td>Carey Counseling Center</td>
<td>Paris, Union City, Huntingdon, Trenton, TN</td>
</tr>
<tr>
<td>Carl Perkins Center</td>
<td>Martin, TN</td>
</tr>
<tr>
<td>Carroll County Technical Center</td>
<td>Huntingdon, TN</td>
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<tr>
<td>Catholic Charities of TN, Inc.</td>
<td>Nashville, TN</td>
</tr>
<tr>
<td>City of Milan Hospital</td>
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<tr>
<td>Coordinated School Health</td>
<td>Trenton, TN</td>
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<tr>
<td>Davita Kidney Dialysis Center</td>
<td>Jackson, Humbolt, Dyersburg, Bolivar, Selmer, Savannah, Brownsville, Camden, Covington, TN</td>
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<tr>
<td>Department of Children's Services</td>
<td>Paris, Jackson, TN</td>
</tr>
<tr>
<td>District Public Defender</td>
<td>Trenton, TN</td>
</tr>
<tr>
<td>Dyersburg Primary School</td>
<td>Dyersburg, TN</td>
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<tr>
<td>Exchange Club Family Center</td>
<td>Mobile, AL</td>
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<td>Family Resource Center Henry County School</td>
<td>Paris, TN</td>
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<tr>
<td>Family Resource Center Tipton County Schools</td>
<td>Munford, TN</td>
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<tr>
<td>Family Resource Center Trenton Special School District</td>
<td>Trenton, TN</td>
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<tr>
<td>Health South Cane Creek Rehab Hospital</td>
<td>Martin, TN</td>
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<tr>
<td>Henry County Health Care</td>
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<tr>
<td>Henry County Medical Center</td>
<td>Paris, TN</td>
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<tr>
<td>Hillview Nursing Center</td>
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<tr>
<td>Hospice of West TN</td>
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<td>Jackson Regional Hospital</td>
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<td>JMCGH Social Services</td>
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<td>Lake County Even Start</td>
<td>Ridgely, TN</td>
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<td>Life Choices Pregnancy Support Center</td>
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<td>Magnolia Place</td>
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<td>Martin Health Care</td>
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<td>Martin Housing Authority</td>
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<td>Martin Senior Adult Center</td>
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<tr>
<td>McKenzie Headstart/EHS</td>
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<tr>
<td>Memphis Mental Health Institute</td>
<td>Memphis, TN</td>
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<tr>
<td>Organization</td>
<td>Location</td>
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<td>----------------------------------------------------------</td>
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<tr>
<td>Methodist Healthcare-Volunteer Hospital</td>
<td>Martin, TN</td>
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<tr>
<td>Milan Special School District</td>
<td>Milan, TN</td>
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<td>Natchez Trace Youth Academy</td>
<td>Waverly, TN</td>
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<td>NASW TN Chapter</td>
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<td>New Pathways for children</td>
<td>Melber, KY</td>
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<td>North West Community Service Agency</td>
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<td>Northwest TN Area Agency on Aging</td>
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<tr>
<td>Obion County Juvenile Court</td>
<td>Union City, TN</td>
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<tr>
<td>Obion County Nursing Home</td>
<td>Union City, TN</td>
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<tr>
<td>Pathways</td>
<td>Martin, Jackson, TN</td>
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<td>Patterson Training Center</td>
<td>Trenton, TN</td>
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<td>Professional Care Services</td>
<td>Covington, TN</td>
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<td>Quinco CMHC</td>
<td>Jackson, TN</td>
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<td>Reelfoot Rural Ministries</td>
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<td>Ross Elementary Schools</td>
<td>Memphis, TN</td>
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<td>Sharon School</td>
<td>Sharon, TN</td>
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<tr>
<td>South Central Community Service Agency</td>
<td>Columbia, TN</td>
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<tr>
<td>Southwest Agency on Aging and Disability</td>
<td>Jackson, TN</td>
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<tr>
<td>Tina Turner Family Center/Child Abuse Prevention</td>
<td>Ripley, TN</td>
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<td>TN Department of Children's Services</td>
<td>Pulaski, TN</td>
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<td>Union City Manor</td>
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<td>Van Ayer Manor</td>
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<td>We Care Ministries</td>
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<td>Weakley County Alternative School</td>
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<td>Winfrey Center ICGWR</td>
<td>Trenton, TN</td>
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<td>Youth Town of TN</td>
<td>Pinson, TN</td>
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<tr>
<td>Youth Villages</td>
<td>Paris, Memphis, TN</td>
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</tbody>
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APPENDIX 1

DEFINITION FOR
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 2

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,1 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.

1 These six value elements reflect the National Association of Social Workers Code of Ethics.
Washington, D.C.: NASW.
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 decisionmaking. 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 Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- 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;

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• 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(e)—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)].
- **B2.0.4** Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).
- **B2.0.5** Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard M2.0—Curriculum
The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program
M2.0.1 Identifies its concentration(s) (EP M2.2).
M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).
M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.
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 benchmark 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 3

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)
CODE OF ETHICS
Code of Ethics of the National Association of Social Workers

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 wellbeing 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 wellbeing in a social context and the wellbeing 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 selfdetermination. 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 wellbeing 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 wellbeing 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 selfdetermination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients’ right to selfdetermination 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.
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 DecisionMaking 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 feefor-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 LaborManagement 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 4

SOCIAL WORK PROGRAM INFORMATION SHEET
Social Work

What is Social Work?
Do you want to help bring about positive change in the lives of other people? If you do, then you should consider a career as a social worker. Social Work is the professional activity of helping people—whether individually, in families, groups, communities, or society as a whole—to enhance or restore their capacity or social functioning and create societal conditions favorable to that goal.

Career Opportunities
At UT Martin you will work with your faculty adviser to plan your schedule and to prepare you to enter the job market or go to graduate school. The UT Martin Social Work Program is accredited by the Council on Social Work Education. Graduates of the program receive the B.S.S.W. degree. Individuals with the B.S.S.W. are eligible to apply for advanced standing at many graduate programs, which will enable them to complete a master’s degree in social work (M.S.W or M.S.S.W.) in one calendar year of study.

Graduates who choose to go directly into the job market will be prepared for career opportunities in a wide variety of areas such as alcohol and drug treatment programs, adoptions, foster care, hospitals, mental health centers, schools, corrections, public health, home health agencies, social services, vocational rehabilitation, nursing homes, programs for children and adults with developmental disabilities and others!

Courses Offered

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>200</td>
<td>Introduction to Social Work and Social Welfare</td>
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<tr>
<td>220</td>
<td>Understanding Human Diversity and Oppressed Populations</td>
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<tr>
<td>300</td>
<td>Social Welfare Policies and Services</td>
</tr>
<tr>
<td>315</td>
<td>Social Work in Health Care</td>
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<tr>
<td>320</td>
<td>Human Behavior and the Social Environment I</td>
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<td>325</td>
<td>Social Work in Child Welfare</td>
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<td>330</td>
<td>Human Behavior and the Social Environment II</td>
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<tr>
<td>335</td>
<td>Social Work in Mental Health</td>
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<tr>
<td>340</td>
<td>Social Work Practice I</td>
</tr>
<tr>
<td>350</td>
<td>Social Work Practice Skills and Techniques</td>
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<tr>
<td>355</td>
<td>Social Gerontology</td>
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<tr>
<td>365</td>
<td>Alcohol and Drugs</td>
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<tr>
<td>375</td>
<td>Social Work in the School Setting</td>
</tr>
<tr>
<td>400</td>
<td>Social Work Practice II</td>
</tr>
<tr>
<td>410</td>
<td>Social Work Research and Evaluation</td>
</tr>
<tr>
<td>415</td>
<td>Social Work in Child Welfare II</td>
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<tr>
<td>425</td>
<td>Special Topics</td>
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<tr>
<td>440</td>
<td>Social Work Practice III</td>
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<tr>
<td>455</td>
<td>Social Work Travel Study</td>
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<tr>
<td>460</td>
<td>Social Work Senior Seminar</td>
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<tr>
<td>470</td>
<td>Social Work Field Instruction Preparation</td>
</tr>
<tr>
<td>490</td>
<td>Social Work Field Instruction</td>
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Degree Requirements

Students must complete the following minimal requirements and earn a grade of C or better in all courses required for the major. 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 exit exam; capstone score; ACAT score; field experience score; and a community service learning score. Maximum number of points possible equals 20. A student must have a minimum composite score of 10 for graduation.
Social Work - Sample Program of Study

Freshmen.......................... Credit Hours
Social Work 200, 220........................ 6
Mathematics 100-110 or 140........... 3
English 100 & 110 or 111, 112........... 6-11
Lab Science (any under general education listing).......................... 4
Zoology 201 or 251......................... 4
Sociology 201.......................... 3
Psychology 101.......................... 3
Foreign Language........................ 4
Total Hours............................ 33-38

Sophomore.......................... Credit Hours
Social Work 300, 320, 330.................. 9
Elective.................................. 3
Aesthetics.................................. 3
Sociology 202 or 308..................... 3
Communications 230....................... 3
Mathematics 210.......................... 3
Humanities.................................. 3
Foreign Language (4) or Elective (3)....... 3-4
Total Hours............................ 30-31

Junior................................. Credit Hours
Social Work 340, 350, 400, 410............. 12
Complete two courses from the following...... 6
Economics 201, 202
Political Science 210, 220
Consumer Resource Mgt. 205
Humanities.................................. 3
Electives................................. 3
Social Work Elective...................... 6
Total Hours............................ 30

Senior................................. Credit Hours
Social Work 440, 460, 470, 490............. 18
Humanities.................................. 3
Electives................................. 6
Total Hours............................ 27

Total Hours for Graduation........... 120

Social Work Faculty
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The University of Tennessee
Martin

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For more information about gender identity, please visit the Office of Equity, Diversity & Inclusion, 105 Administration Building, Martin, TN 38238. To report a violation of these policies, please contact the office of Title IX, Office of Institutional Equity, Equal Opportunity Office, Martin at 731-881-7514 or mmorton@utm.edu.

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Progression in Admission to the Social Work Program

For Transfer Students

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.

**First Semester**
- Social Work 220: Understanding Human Diversity and Oppressed Populations (3)

**Go through initial progression application procedure**

**Second Semester**
- Social Work 300: Social Welfare Policies and Services (3)  
  (prereq: SWRK 200, 220, approval for initial progression; ENGL 111 & 112)
- Social Work 320: Human Behavior and Social Environment I (3)  
  (prereq: approval for initial progression; ZOOL 201 or 251; PSYC 110 or 120; and SOC 201 or 202 or 208)

**Third Semester**
- Social Work 330: Human Behavior and Social Environment II (3)  
  (prereq: SWRK 320)
- Social Work 340: Social Work Practice I (3)  
  (prereq: SWRK 320 and concurrent registration in SWRK 350)
  (prereq: SWRK 320 and concurrent registration SWRK 340)
- Social Work 410: Social Work Research and Evaluation (3)  
  (prereq: Math 210 and approval for initial progression)
- Social Work Elective: Any Social Work Elective - Courses listed ending in "5" (3)

**Go through advanced progression application procedure**

**Fourth Semester**
- Social Work 400: Social Work Practice II (3)  
  (prereq: SWRK 340 and approval for advanced progression)
- Social Work 440: Social Work Practice III (3)  
  (prereq: SWRK 400 and approval for advanced progression)
- Social Work 460: Social Work Senior Seminar (2)  
  (must be taken the semester prior to SWRK 490)
- Social Work 470: Social Work Field Instruction Preparation (1)  
  (must be taken the semester prior to SWRK 490)

**Go through full progression application procedure**

**Fifth Semester**
- Social Work 490: Social Work Field Instruction (12)  
  (prereq: all other courses required for graduation and approval for full progression)
**jobs! jobs! social work jobs!**

What job, job titles, and kinds of work can I do?

**primary fields**
- 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 (AFDC, etc)
- Juvenile Services and Adoptions

**secondary fields**

**medical social work**
- Hospital Social Worker
- Emergency Room Crisis Intervention 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

**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 (YMCA, YW, 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
APPENDIX 5

ADMISSION AND TERMINATION POLICIES AND PROCEDURES
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 8);
   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 3) 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 8);
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 8);
   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 and Individual Student Plan for Conditional Admission (Appendix 8) 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 Terminations**

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 in this appendix. For initial progression a student should have completed a minimum of 30 credit hours and 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. In the advanced progression a student should be in good standing academically with the University, have a cumulative GPA of 2.50 and receive a grade of “C” or better in all preceding required social work courses. Full progression requires students to have a cumulative GPA of 2.50 or above and a cumulative GPA of 2.75 or above in social work classes.

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 8) 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 faculty 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 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 non-academic 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 outlined in the Handbook under “Student Responsibility”.

84
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 treat 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 reasons for the evaluation and given an opportunity to present evidence to the committee. The committee’s findings and recommendations shall be forwarded to the Vice Chancellor who will notify the student in writing of his/her decision. A student withdrawn under this procedure shall not be readmitted to the university without the approval of the Vice Chancellor for Student Affairs.

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 3), 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. Emphasis is placed on understanding the effects of discrimination, economic deprivation, and 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 3). The interview at this level provides the student and faculty a formal forum for discussion 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 8) 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 (Appendix 8) may

http://www.utm.edu/studenthandbook/stuhandbook0809.pdf
be done at any time. The plan will contain agreed upon behaviors to assist in increasing the students’ 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.

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

**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)
APPENDIX 6

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

<table>
<thead>
<tr>
<th>School/Agency</th>
<th>Address</th>
<th>Date</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

(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>
<th>Contact Person</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

- 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 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
UT MARTIN SOCIAL WORK PROGRAM
APPLICATION FOR FULL PROGRESSION

Last Name: ___________________________  First Name: ___________________________
Preferred Mailing Address:
STREET: ___________________________  CITY: ___________________________
STATE: ___________  ZIP: ___________
Cell Phone: ___________________________  UTM Email Address: ___________________________

Date of Birth: ___________________________  ___________________________
Month: ___________  Day: ___________  Year: ___________
Racial/Ethnic Background: ___________________________
I identify my sex as:  
O Female  O Male  O Not Listed  O Prefer not to answer

I identify my gender as:  
O Female  O Male  O Not Listed  O Prefer not to answer

Do you have a valid driver's license?  
O Yes  O No  Center Location or Campus: ___________________________

Number of credit hours passed at time of application: ___________________________
Cumulative GPA at time of application: ___________________________
GPA in Social Work at time of application: ___________________________
Minor course of study: ___________________________  Area of interest: ___________________________
Semester/Year in which field instruction is required: ___________________________
Anticipated date of graduation: ___________________________

Are you a member of the National Association of Social Workers?  
O Yes  O No

Have you successfully completed all of the required social work course prerequisites for Social Work 490-Social Work Field Instruction?  
O Yes  O No

Do you plan to take any courses concurrent with field instruction?  
O Yes  O No

Have you chosen an agency at which you wish to complete Social Work 490?  
O Yes  O No
Full Progression Rating Sheet
Student Self-Assessment

Answer the following questions based on this scale:
1 = This is not true of me at all.
2 = This is rarely true of me.
3 = This is sometimes true of me.
4 = This is usually true of me.
5 = This is 100% true of me.

I receive mostly A's and B's on my assignments. 0 1 2 3 4 5

I often go above and beyond in my classes. I do any extra credit assignments that are offered. 0 1 2 3 4 5

I work on my assignments for class well in advance of the due dates. My participation in extracurricular activities or work doesn't affect my grades. 0 1 2 3 4 5

I feel confident in my academic ability. 0 1 2 3 4 5

I receive mostly A's or B's on my papers. 0 1 2 3 4 5

I speak up in class almost every time we meet. 0 1 2 3 4 5

I know what clothing is expected in a professional setting. 0 1 2 3 4 5

I can apply what I have learned to a variety of settings and situations. 0 1 2 3 4 5

I have friends in a variety of settings, such as work, school, dorm, religious settings, and extracurricular activities. 0 1 2 3 4 5

People can hear and understand me when I am talking with them or presenting information. 0 1 2 3 4 5

I work well with others in group projects. 0 1 2 3 4 5

I can ask others to do what they say they will do or to stop doing something I do not like. 0 1 2 3 4 5
Scale:  
1 = This is not true of me at all.  
2 = This is rarely true of me.  
3 = This is sometimes true of me.  
4 = This is usually true of me.  
5 = This is 100% true of me.

I understand there are circumstances beyond my control, and I am able to adapt to situations that I did not expect.  

When I am stressed, I am able to find a healthy way to manage it, and I do not let it affect most areas of my life.  

I understand that others may not always act in a way that I understand, but I do not allow the behavior of others to impact progress toward my goals.  

I can identify my strengths.  

I can identify areas where I need improvement.  

I have the ability and desire to follow the NASW Code of Ethics.  

**NASW Code of Ethics:**  
Others look to me for answers in a group setting.  

I do not have to have experienced a situation to understand how one might feel in a certain circumstance.  

I believe I will be able to work with and for others regardless of their similarities and/or differences from me. This includes race, color, ethnicity, national origin, immigration status, gender, gender expression, sexual orientation, marital status, age, religion or spiritual beliefs, non-religious status, political beliefs, intellectual or developmental disabilities, physical disabilities, psychiatric disabilities, economic status, or any other personal or cultural characteristics.
I am concerned about working with or for individuals in the following categories:
(Please check all that apply)

☐ Race       ☐ Marital Status       ☐ Gender       ☐ Psychiatric Disabilities
☐ Color      ☐ National Origin    ☐ Gender Expression ☐ Physical Disabilities
☐ Age        ☐ Economic Status     ☐ Sexual Orientation ☐ Non-Religious Status
☐ Ethnicity  ☐ Immigration Status  ☐ Political Beliefs  ☐ Religious/Spiritual Beliefs
☐ Other Personal/Cultural Characteristics ☐ Developmental or Intellectual Disabilities
☐ None of the above

COPY
In preparation for your interview, be thinking about how you can answer the following questions. It may be helpful for you to write your answers and organize your thoughts. You may bring your paper with you to the interview.

A. What have you gained from your volunteer experiences and how have your volunteer experiences prepared you for Social Work 490?
B. Do you have any suggestions that may help improve volunteer experiences for future Social Work students?
C. What are your particular areas of interest in Social Work practice?
D. What concerns do you have as you prepare to enter your field placement?

☐ I will be prepared for my interview with the Social Work Program Committee.

The UT Martin BSSW Program serves the need to secure information which might affect the student’s academic and professional experiences with appropriate supervisory personnel in field work settings. This will be done in accordance with the NASW standards of 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 I am willing to abide by them.

Terms of Acceptance and Signature

☐ I acknowledge that I have read and understand the statements and questions in this Full Progression Application. I acknowledge that all information provided is truthful and accurate to the best of my knowledge.

Electronic Signature  (PLEASE TYPE YOUR FIRST AND LAST NAME)
APPENDIX 8

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

Student's Name ____________________________________________________ Date ___________

Adviser __________________________________________________________________________

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 9

PETITION FOR EXCEPTION
UNIVERSITY OF TENNESSEE AT MARTIN
SOCIAL WORK PROGRAM
Petition for Exception

A Petition for Exception may be submitted by a student when an extenuating circumstance has resulted in the student falling out of compliance with UT Martin Social Work Program requirements (according to the Social Work Program Advisement Handbook: add link here when revisions are complete). An extenuating circumstance is something extremely outside the ordinary. Failing the same social work class two times because of lack of commitment to the workload or lack of understanding of the material is NOT an extenuating circumstance that warrants an exception to the policy mandating repeating classes.

Based on the explanation above, I believe I have an extenuating circumstance that warrants review by the social work faculty.

Yes  No
Last Name:  
First Name:  
Student ID Number:  
Email Address:  
Phone Number:  
MI:  
GPA:  
Anticipated Date of Graduation:  

Reason for requested exception:
- I need to repeat a social work course for the 3rd time.
- My cumulative GPA has fallen below 2.5.
- I need to take a general education class (not a social work class) during SWRK 490.
- Other

Explain the situation you believe warrants an exception. Be specific and detailed. In this explanation include the following:

- To what policy/policies are you requesting an exception?
- What specific circumstances created this situation?
- If granted the exception, what steps would you take to prevent this situation from occurring in the future? How would the future be different?

Please print a copy of this petition for exception for your records.
Please check all that apply:

**Biological and Physical Systems:**
- [ ] Zoology 201 or Zoology 251.
- [ ] Any other lab science under general education lab science listing in University Catalog.

**Communications:**
- [ ] English 100
- [ ] English 110
- [ ] English 111
- [ ] English 112
- [ ] Communications 203

**Mathematics:**
- [ ] Mathematics 100
- [ ] Mathematics 110
- [ ] Mathematics 140
- [ ] Mathematics 210

**Social and Behavioral Sciences:**
- [ ] Sociology 201
- [ ] Psychology 101

**Aesthetics:**
- [ ] Art 110
- [ ] Art History 210
- [ ] Art History 211
- [ ] Dance 110
- [ ] Theater 110
- [ ] Theater 111

**Music:**
- [ ] Music 110
- [ ] Music 111
- [ ] Music 112
- [ ] Music 15
- [ ] Music 15

**Foreign Language:**
- [ ] 122 or higher in any language

**Humanities:**
- [ ] English 250
- [ ] English 251
- [ ] English 260
- [ ] English 261
- [ ] English 270
- [ ] English 271

**Other:**
- [ ] Economics 201
- [ ] Economics 210
- [ ] Political Science 210
- [ ] Political Science 220
- [ ] Consumer Resource Management 205

University Catalog can be found at this link:
APPENDIX 10

EVALUATION FOR FIELD SETTING
EVALUATION OF FIELD SETTING

Faculty Evaluator: ________________________________

Name of Setting: ____________________________ Date: ____________

Address: ________________________________

City: __________________________ State: ____________ Zip: ____________

Telephone: __________________________ Area Code ____________

Executive: ________________________________

Address (if different from above): ________________________________

Educational Coordinator for setting: ________________________________

Telephone: ________________________________

A. Description of setting

Auspices and source of financial support: Independently administered or part of a larger administrative complex.

Type of setting: Primary Modes or Methods of Intervention (Clinical, Administration/Policy, Research); kinds of services offered; population group(s) served.

Kinds of relationships with other community settings. Size and special characteristics of geographical community which may have implications for learning opportunities.

Membership in national organizations or accreditation by standard-setting bodies.

B. Personnel within Setting

Number and kinds of paid staff (professional) employed in the setting and their qualifications (include all employees, other professions as well as social workers). List MSW-qualified social workers and volunteers utilized within setting.

C. Present and Previous Use of Setting for Education of Social Work Students

Name of school(s) and approximate dates when setting was utilized.

Name of staff who are presently or were formerly assuming instructional responsibilities and their qualification.
D. **Kinds of Learning and Practice Experiences Which Could Be Provided for Social Work Students**

Give range of experiences which could be provided within and/or in conjunction with service-giving function of setting.

Could it accommodate the range of experiences and differing student educational levels? Or is it highly limited to a certain type of experience and educational levels?

Classification by primary mode of practice experiences available to students. Describe specialized kinds of learning experiences which could be provided either as its only emphasis or as additional experiences to the primary mode of service provision; e.g., staff development, consultation, research, supervision / instruction of other students, staff, volunteers; administrative-type learning tasks.

E. **Physical Space and Supporting Services of Setting Which Would Be Available for Educational Purposes**

What kind of space provision is allocated for students? Is it adequate and of such a nature to not impede their being able to carry out assignments with minimal inconvenience or hardship?

Nature or supporting services or resources necessary for educational purpose, stenographic, etc.

Other resources available to students for educational purposes.

F. **Transportation**

Does the student need his/her own individual transportation resource for carrying out practice assignments?

Is there a provision for reimbursement of the student for transportation costs (his/her own auto or bus fare) in relation to performing agency service-giving function? If so, give the rate of reimbursement.

Transportation resources provided for use of student (e.g., agency car, bus) by the setting. Insurance coverage for students using own transportation (liability). Requirements made of student for use of setting provided transportation.

G. **Trainee-ship Programs or Stipends Available in Setting**

Does setting qualify for state trainee-ship programs (e.g., mental hygiene, corrections)?

Are there any stipends for which students can apply?

H. **Approximate Number of Students Which Could Be Accommodated in Setting.**
I. **Staff Qualified to Carry Responsibility for PRIMARY Instructional Role for Social Work Students.**

List names nominated by setting; educational and experience qualifications; previous instructional experience.

Number of students for whom one could assume primary instruction responsibility and educational level of student

J. **Anticipated Needs of Setting or Its Personnel Which Should be Given Attention by the School, or Other Comments.**

(Please attach any descriptive material of the setting which is available and pertinent to the evaluation.)
APPENDIX 11

FIELD INSTRUCTION MID-TERM SEMINAR EVALUATION
THE UNIVERSITY OF TENNESSEE AT MARTIN
Field Instruction Midterm Seminar Evaluation

Please circle one number

<table>
<thead>
<tr>
<th>The overall seminar</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Rooms</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Food Service</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Morning Session:** Please evaluate each panel presenter

Presenter: 1 2 3 4

Comments: ____________________________________________________________________________________________

Presenter: 1 2 3 4

Comments: ____________________________________________________________________________________________

**Afternoon Session**

Please rate the following items on this scale:
5=Strongly Agree  4=Agree  3=Neutral  2=Disagree  1=Strongly Disagree

The session provided me with an opportunity to ask questions that will help me be a better field instructor.

I learned from other field instructors specific techniques to help students integrate instruction and classroom learning.

I better understand what is expected of students and field instructors by the Social Work Program and what I can expect from the Program.

Suggestions for next year’s Program that would make it more responsive to your needs:

__________________________________________________________________________________________

Suggestions for future Program topics that you would like to see covered in the seminar for field instructors:

__________________________________________________________________________________________
APPENDIX 12

GUIDE FOR RESUME PREPARATION
SUGGESTED GUIDE FOR PREPARING RESUME

I. Identifying Information

Name:
Address:
Telephone Number:

II. Career Objectives

A. Areas of Special Interest
B. Plans for Graduate Study
C. Desire for Career Opportunities

III. Educational Background
(begins with most recent)

Name of University:
Degree Earned:
Minor Course of Study:
Dates Attended:
Honors Received:

IV. Work Experience
(Begin with most recent; include internship and volunteer experiences.)

Name of Employer:
Address:
Dates of Employment:
Nature of Job Responsibility:

V. Publications (if applicable)

VI. Professional Affiliations

VII. Other Relevant Activities

A. Honor Societies
B. Community/Social Clubs
C. Other Professional Activities
NOTES ON THE DEVELOPMENT OF A RESUME

The final draft of the resume should be free of errors. It is acceptable to distribute xerox copies to prospective employers. The cover letter, however, should be typed.

The following information is appropriate to be included in the content of the cover letter which accompanies the resume:

— anticipated date of graduation;
— projected date to be available for employment;
— graduating with a Bachelor of Science in Social Work from a program that is accredited by the Council on Social Work Education;
— your expressed interest in the work of the agency in which you are seeking employment;
— request a face-to-face interview at their convenience;
— indicate where you can always be reached by correspondence or telephone during regular working day hours;
— in your closing statements indicate that you are looking forward to an early response.

All of the rules of good letter writing apply in the format and body of the cover letter. The content should be smooth and formal but not impersonal. Sometimes it is a good idea to ask another person to read and critique your letter and resume to assure that it is written with clarity and conciseness.

In some instances a telephone call is an appropriate substitute for a letter; however, a copy of the resume should be mailed routinely or carried in hand to the interview to assure that the agency has your information on file.
APPENDIX 13
SAMPLE SOCIAL WORK AFFILIATION AGREEMENT
(This is only a sample of the Social Work Affiliation Agreement. Please do not use this Agreement.)
SOCIAL WORK AFFILIATION AGREEMENT
BETWEEN
THE UNIVERSITY OF TENNESSEE
AND
AGENCY NAME

This AGREEMENT entered into this ______ day of _____ MONTH, YEAR, by and between THE UNIVERSITY OF TENNESSEE acting through its Martin campus on behalf of the Department of Behavioral Sciences (Social Work Program), hereinafter called “University,” and ___AGENCY NAME & ADDRESS_ hereinafter called “Agency.”

WITNESS:

WHEREAS, the University’s Department of Behavioral Sciences (Social Work Program) provides instruction and training for students/interns in the Department of Behavioral Sciences (Social Work Program).

WHEREAS, Agency will provide experiential learning through field work for student/intern in collaboration with the Department of Behavioral Sciences (Social Work Program) Faculty.

NOW, THEREFORE, in consideration of the mutual covenants, conditions and terms hereinafter set forth and for other good and valuable consideration, the parties hereto hereby agree as follows:

General Agreements:

1. each party shall have in hand a copy of the Department of Behavioral Sciences Affiliation Agreement; signed by both the Agency and the University before allowing the student to begin internship with the Agency;

2. agency agrees to accept certain University students enrolled in the University above-cited Department for a period of volunteer experience and supervised training at times and in number to be agreed upon between the respective representatives of the parties;

3. work schedules and work assignments acceptable to the parties shall not interfere with the primary mission of the parties;

4. no monetary payment shall be made by Agency to students in compensation for their services, nor shall any payment be made to Agency by University in compensation for student participation in the Instruction Program;

5. agency may request University to withdraw from the instruction experience any student whose performance is deemed unfit or conduct prevents desirable relationships within Agency. Any such request shall be accompanied by suitable documentation;

6. student(s) will not replace Agency staff and will not render patient/client care and/or services except as identified for educational value as part of a supervised program;

7. each party shall comply with all federal, state, and municipal laws, advice, rules and regulations which are applicable to the performance of this agreement;
8. students shall be treated as trainees who have no expectation of receiving compensation or future employment from the Agency or the University;

9. any courtesy appointments to faculty or staff by either the University or the Agency shall be without entitlement of the individual to compensation or benefit from the appointing party;

10. the parties agree to comply with Title VI and VII of the civil Rights Act of 1964 as codified in 42 U.S.C. 2000D, Title IX of the Educational Amendments of 1972, Public Law 92-318; Section 504 of the Rehabilitation Act of 1973, Public Law 93-112; the Americans with Disabilities Act of 1990; Public Law 101-336; ant the Age Discrimination in Employment Act; and Executive Order 11,246 of September, 1965, concerning equal opportunities, and the related regulations to each. Each party assures that it will not discriminate against any individual including, but not limited to, employees or applicants for employment and/or students, because of race, religion, creed, color, sex, age, handicap, or national origin;

the parties also agree to take affirmative action to ensure that interns are treated during the training period without regard to their race, religion, creed, color, sex, handicap, or national origin;

11. each party (including student) shall comply with all applicable state, federal and local laws regarding the confidentiality of patient information and medical records including those specified by the Health Insurance Portability Accountability Act (HIPAA);

12. the delay or failure of performance by either party shall not constitute default under the terms of this agreement, nor shall it give rise to any claims against either party for damages. The sole remedy for breach of this agreement shall be immediate termination;

13. this agreement shall in no way be interpreted as creating an agency or employment relationship between the parties.

University Agrees:

14. university shall be solely responsible for the educational program of students assigned to Agency, and for selections, evaluation, and assignment of students in accordance with agreed upon schedules;

15. university shall supply to Agency in writing the names of students prior to their participation in the Instruction Program at Agency;

16. university shall be responsible for the curricula conduct of its students and the general conduct of its employees in conformance with Agency’s policies, rules and regulations during the volunteer and training program while at Agency’s faculty;

17. university shall provide necessary assurance or evidence of acceptable health levels of assigned students. Students shall receive medical care from the Student Health Services at the University;
18. The university shall provide professional liability insurance coverage on all students participating in the experience.* The insurance covers liability of student while they are engaged in a University of Tennessee directed educational activity relating to their professional field. The coverage is for all locations on and off campus. The limits of liability are $1 million per claim and $5 million per annual aggregate per student. A Certificate of Insurance evidencing the existing insurance shall be issued upon request from Agency. The coverage shall extend through the term of the student’s participation;

19. The university is responsible for directing and supervising its officers, agents, employees or students in the performance of this agreement;

20. The General Assembly of the State of Tennessee does not authorize the University to provide, carry or maintain commercial general liability insurance or medical, professional or hospital liability insurance. Claims against the State of Tennessee including The University of Tennessee or its employees, for injury, damages, or expenses are heard and determined by the Tennessee Claims Commission in the manner prescribed by law. Damages recoverable against the University shall be expressly limited to claims paid by Claims Commission pursuant to T.C.A. Section 9-8-30 et seq;

21. The university is responsible for initiating Affiliation Agreement between University and Agency.

* Evidence of insurance will be provided upon written request.

Agency Agrees:

22. The agency is responsible for signing and returning Affiliation Agreement authorized and sent by the University, before allowing student to begin interning with Agency;

23. The agency shall provide a supervised experiential learning program and, insofar as possible, shall provide orientation, administrative guides, and practical instruction to the student(s) during the agreed upon student training period;

24. On any day when students(s) is/are in training at Agency, Agency shall permit the student(s) access to its cafeterias, dining rooms or other common areas normally used by its professional staff;

25. If Agency requires student(s) to use his/her personal vehicle in the delivery of services, Agency agrees to pay students mileage at the current rate paid to Agency’s direct service staff;

26. The agency agrees to evaluate each student’s performance and report to the University on forms provided by the University;

27. The agency is responsible for directing and supervising its officers, agents or employees in the performance of this Agreement.

Student Responsibilities:

28. The student(s) are responsible for being at assigned agencies at times scheduled;

29. The student(s) are to adhere to any uniform or dress regulations required by Agency;
30. student(s) are to follow the rules and regulations of Agency while they are in training at Agency;

31. student(s) shall purchase student liability insurance from the University for dates they are involved in internship;

32. student(s) shall make sure that Affiliation Agreement between University and Agency has been signed by all parties and returned to the University before beginning internship with Agency.

The term of this Agreement shall begin on the date of execution shown above and will continue thereafter until terminated by either party upon thirty (30) days advance written notice to the other.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their respective duly authorized representatives as of the date first above written.

Signed:

_______________________________________________________  __________________
Designee, The University of Tennessee  Date

_______________________________________________________  __________________
Designee  Date

_______________________________________________________  Attn:
AGENCY NAME,  AGENCY ADDRESS
AGENCY PHONE NUMBER
APPENDIX 14

STUDENT PLACEMENT PLAN
The University of Tennessee at Martin  
Social Work Program  

Student Placement Plan

Social Work 490  
Social Work Field Instruction

This form is intended to be a reflection of the joint planning of the Social Work Program Field Instructor and the student for the semester. The completed document should be returned to the Social Work Faculty Field Liaison by the fourth week of placement. A copy of the approved form will be placed in the student’s file.

Name of Student: __________________________________________________________

Semester ___________ Year ______

Agency: _________________________________________________________________

Field Instructor: _________________________________________________________

I.  Goals and Objectives of the Student

II. Goals and Objectives of the Field Instructor

III. Special Interests of the Students Which May Be Included

IV. Planned Learning Experiences
<table>
<thead>
<tr>
<th>Goals &amp; Objectives</th>
<th>Special Projects/Tasks</th>
<th>Correlation with Course Objectives</th>
<th>Methods of Supervision or Assessment</th>
</tr>
</thead>
</table>

Signature of Student: ____________________________________________

Signature of Field Instructor: ____________________________________

Signature of Faculty Supervisor: ________________________________
APPENDIX 15

INCIDENT REPORT FORM
INCIDENT REPORT

Date ____________

Agency: ________________________________

Field Instructor: _________________ Consultant: _________________

Student: ________________________________

Description of Incident and Date of Occurrence: ________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Date and Description of Supervisory Conference Related to Incident: _____________

__________________________________________________________________________

__________________________________________________________________________

Recommended Action: ________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Student __________________________________________________________________

Date ____________________________________________________________________

Field Instructor __________________________________________________________________

Date ____________________________________________________________________

Consultant __________________________________________________________________

Date ____________________________________________________________________
APPENDIX 16

GRADING SCALE
University of Tennessee at Martin
Social Work Program

Final Field Practice, Evaluation Grading Scale

Social Work 490 - Social Work Field Instruction

It is reasonable to assume that the student’s semester grade in Social Work Field Instruction will somewhat parallel grades earned in the classroom. If the Faculty Liaison concludes that the Field Supervisor’s evaluation inappropriate, the Faculty Liaison will arbitrarily make the appropriate adjustments. Other field instruction factors such as the student’s assessment of field experience, oral report, overall attitude and level of enthusiasm, etc., can weight the evaluation and influence the term grade --in addition to the actual scores on the evaluation forms. Students should not enter field instruction with the expectation that everyone receives a grade of “A”.

Social Work Field Supervisor’s Evaluation (270 possible points)

Social Work Faculty Liaison’s Evaluation (270 possible points)

Combined Field Supervisor and Field Liaison Form Scores:

<table>
<thead>
<tr>
<th>Field Supervisor</th>
<th>270 possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Liaison</td>
<td>270 possible points</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>540 points</strong></td>
</tr>
</tbody>
</table>

*60% of final grade = Combined Evaluations
*25% of final grade = Course Assignments
*15% of final grade = Exit Exam
APPENDIX 17

EARLY WARNING FORM
THE UNIVERSITY OF TENNESSEE AT MARTIN
SOCIAL WORK PROGRAM
SOCIAL WORK 490 – SOCIAL WORK FIELD INSTRUCTION

EARLY WARNING FORM

I. Name _______________________________ Phone # ________________
   Placement Agency ________________________________
   Agency Address _______________________________ Phone # ____________
   Field Instructor _______________________________ Date ________________

II. Your assessment of the problem(s) contributing to your difficulty in placement.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

III. Recommendations for improvement. (What are you willing to do?)

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

IV. What resources do you need for help?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

Review Date: ____________________________

Student Signature ________________________________

Faculty Liaison Signature ________________________________
APPENDIX 18

EVALUATION OF STUDENT PERFORMANCE BY FIELD INSTRUCTOR
Social Work 490: Social Work Field Instruction
Evaluation of Student Performance by the Field Instructor/Supervisor

Student ________________________________  Mid-term Evaluation
Agency Field Instructor/Supervisor ________________  Final

Evaluation ____________________________
Faculty Field Liaison ____________________________  Date: __

Agency: ________________________________

The evaluation of student performance by the field instructor/ supervisor assesses the student’s competency in the nine areas of competence operationalized by 31 practice behaviors as defined by CSWE (Council on Social Work Education). There is an additional section for Program Emphasis on Professionalism including 23 practice behaviors as defined by the UT Martin Social Work Program.

The competencies are identified at the top of each section. The item in the left-hand column of each row identifies the practice behavior. The columns to the right are the behavioral performance levels describing proficiency for that practice behavior. Each proficiency level has a rating assigned using a scale of 0 - 5. If the student has barely met the behavioral expectations of a rating level, choose the lower numerical rating. If the student has fully met the behavioral expectations of a level, choose the upper numerical rating. At the conclusion of each section, there is an area for comments. At the mid-term evaluation, practice behaviors that the student has not had the opportunity to demonstrate can be eliminated from the ratings. Choose “0” for those items. **By the final evaluation each item must have a rating.**

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>270 – 243</td>
<td>A</td>
</tr>
<tr>
<td>242 – 216</td>
<td>B</td>
</tr>
<tr>
<td>215 – 189</td>
<td>C</td>
</tr>
<tr>
<td>188 – 162</td>
<td>D</td>
</tr>
<tr>
<td>below 162</td>
<td>F</td>
</tr>
</tbody>
</table>

**TOTAL POINTS ____________ GRADE ____________**

Scale: 5 – Always 4 – Usually 3 – Sometimes 2 – Rarely 1 – Never 0 – Not

(Midterm Only)
I. Competency 1—Demonstrate Ethical and Professional Behavior
   Competency 1 Points: __________

| 1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context | 5 |
| 1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations | |
| 1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication | |
| 1.4 Use technology ethically and appropriately to facilitate practice outcomes | |
| 1.5 Use supervision and consultation to guide professional judgment and behavior | |

Comments: ________________________________________________________

II. Competency 2 – Engage Diversity and Difference in Practice
    Competency 2 Points: __________

| 2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels | 5 |
| 2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences | |
| 2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies | |

Comments: ________________________________________________________

Scale: 5 – Always 4 – Usually 3 – Sometimes 2 – Rarely 1 – Never 0 – Not Observed (Midterm Only)

III. Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice

| Competency 3 Points: __________ |
| 3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at | 5 |
3.2 Engage in practices that advance social, economic, and environmental justice

Comments:

<table>
<thead>
<tr>
<th>Scale:</th>
<th>5 – Always</th>
<th>4 – Usually</th>
<th>3 – Sometimes</th>
<th>2 – Rarely</th>
<th>1 – Never</th>
<th>0 – Not Observed</th>
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IV. Competency 4 – Engage in Practice-informed Research and Research-informed Practice

Competency 4 Points:______

4.1 Use practice experience and theory to inform scientific inquiry and research

4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery

Comments:

<table>
<thead>
<tr>
<th>Scale:</th>
<th>5 – Always</th>
<th>4 – Usually</th>
<th>3 – Sometimes</th>
<th>2 – Rarely</th>
<th>1 – Never</th>
<th>0 – Not Observed</th>
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V. Competency 5 – Engage in Policy Practice

Competency 5 Points:______

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

5.2 Assess how social welfare and economic policies impact the delivery of and access to social services

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Comments:
VI. Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 6 Points: 

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<td>4</td>
<td>5</td>
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</table>

6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Comments:

Scale: 5 – Always 4 – Usually 3 – Sometimes 2 – Rarely 1 – Never

0 – Not Observed

(Midterm Only)

VII. Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities

Competency 7 Points: 

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7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies

7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Comments:
### VIII. Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities

**Competency 8 Points:**

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<tbody>
<tr>
<td>8.1</td>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
<td>5</td>
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<td>8.2</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
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<td>8.3</td>
<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
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<td>8.4</td>
<td>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
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<td>8.5</td>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals</td>
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**Comments:**


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**Scale:**

- 5 – Always
- 4 – Usually
- 3 – Sometimes
- 2 – Rarely
- 1 – Never
- 0 – Not Observed

(Midterm Only)

### IX. Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

**Competency 9 Points:**

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<tr>
<td>9.1</td>
<td>Select and use appropriate methods for evaluation of outcomes</td>
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<tr>
<td>9.2</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
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<tr>
<td>9.3</td>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
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<td>9.4</td>
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Other Comments:__________________________________________________________________________
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# Program Emphasis on Professionalism

Scale: 5 – Always  4 – Usually  3 – Sometimes  2 – Rarely  1 – Never  0 – Not Observed

(Midterm Only)

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</tr>
<tr>
<td>18.</td>
<td>Demonstrates respect for clients’ right to self-determination</td>
</tr>
<tr>
<td>19.</td>
<td>Demonstrates knowledge of agency policies and procedures</td>
</tr>
<tr>
<td>20.</td>
<td>Effectively present client information in agency staffing, conference, or other agency meeting</td>
</tr>
<tr>
<td>21.</td>
<td>Demonstrates ability to properly completes agency paperwork</td>
</tr>
<tr>
<td>22.</td>
<td>Demonstrates appropriate roles and boundaries with agency staff, Field Instructor, and administration</td>
</tr>
<tr>
<td>23.</td>
<td>Recognize the social and economic issues for rural clients</td>
</tr>
</tbody>
</table>

## Signatures

**Student:**

Date: ____________

**Field Instructor/Supervisor:**

Date: ____________

**Field Liaison:**

Date: ____________
APPENDIX 19

STUDENT’S SELF-ASSESSMENT
SOCIAL WORK FIELD INSTRUCTION

STUDENT’S SELF-ASSESSMENT

Upon completion of Field Instruction, students are expected to assess themselves with respect to their learning experiences as they relate to the competencies and practice behaviors outlined within the Program curriculum. Students are to take the Field Instructor evaluation form found in appendix 19 and complete a self-assessment. It is expected that the student will share comments and examples at the end of each section. These comments and examples are an important part of being able to ensure that students can effectively explain and communicate the transfer of learning that has taken place from the classroom to the field setting.
APPENDIX 20

EVALUATION OF STUDENT PERFORMANCE BY THE FIELD LIAISON
The evaluation of student performance by the field instructor/supervisor assesses the student’s competency in the nine areas of competence operationalized by 31 practice behaviors as defined by CSWE (Council on Social Work Education). There is an additional section for Program Emphasis on Professionalism including 23 practice behaviors as defined by the UT Martin Social Work Program.

The competencies are identified at the top of each section. The item in the left-hand column of each row identifies the practice behavior. The columns to the right are the behavioral performance levels describing proficiency for that practice behavior. Each proficiency level has a rating assigned using a scale of 0 - 5. If the student has barely met the behavioral expectations of a rating level, choose the lower numerical rating. If the student has fully met the behavioral expectations of a level, choose the upper numerical rating. At the conclusion of each section, there is an area for comments. At the midterm evaluation, practice behaviors that the student has not had the opportunity to demonstrate can be eliminated from the ratings. Choose “0” for those items. **By the final evaluation each item must have a rating.**

**GRADING SCALE**

270 – 243 = A  
242 – 216 = B  
215 – 189 = C  
188 – 162 = D  
below 162 = F

**TOTAL POINTS _________**

**GRADE ________________**

Scale:  
5 – Always  
4 – Usually  
3 – Sometimes  
2 – Rarely  
1 – Never  
0 – Not Observed

(Midterm Only)
I. Competency 1–Demonstrate Ethical and Professional Behavior

<table>
<thead>
<tr>
<th>Competency Points:</th>
<th>5</th>
<th>4</th>
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<tbody>
<tr>
<td>1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</td>
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<tr>
<td>1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
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<tr>
<td>1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
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<tr>
<td>1.4 Use technology ethically and appropriately to facilitate practice outcomes</td>
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<tr>
<td>1.5 Use supervision and consultation to guide professional judgment and behavior</td>
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</table>

Comments: 

II. Competency 2 – Engage Diversity and Difference in Practice

<table>
<thead>
<tr>
<th>Competency Points:</th>
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<tbody>
<tr>
<td>2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</td>
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<tr>
<td>2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences</td>
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<tr>
<td>2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</td>
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Comments: 

III. Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice

Competency 3 Points: ____________

Scale: 5 – Always  4 – Usually  3 – Sometimes  2 – Rarely  1 – Never  0 – Not Observed

(Midterm Only)
### IV. Competency 4 – Engage in Practice-informed Research and Research-informed Practice

**Competency 4 Points:**

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- **4.1** Use practice experience and theory to inform scientific inquiry and research
- **4.2** Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- **4.3** Use and translate research evidence to inform and improve practice, policy, and service delivery

**Comments:**

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**Scale:**

5 – Always  
4 – Usually  
3 – Sometimes  
2 – Rarely  
1 – Never  
0 – Not Observed

(Midterm Only)

### V. Competency 5 – Engage in Policy Practice

**Competency 5 Points:**

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- **5.1** Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- **5.2** Assess how social welfare and economic policies impact the delivery of and access to social services
- **5.3** Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and
VI. Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities

**Competency 6 Points:**

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6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

**Comments:**

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Scale: 5 – Always  4 – Usually  3 – Sometimes  2 – Rarely  1 – Never  0 – Not Observed

(Midterm Only)

VII. Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities

**Competency 7 Points:**

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7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies

7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
### VIII. Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities

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<tr>
<th>Competency 8 Points:</th>
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<tbody>
<tr>
<td>8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
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<tr>
<td>8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
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<tr>
<td>8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
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<tr>
<td>8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
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<td>8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals</td>
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Comments:________________________

Scale: 5 – Always 4 – Usually 3 – Sometimes 2 – Rarely 1 – Never 0 – Not Observed (Midterm Only)

### IX. Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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<thead>
<tr>
<th>Competency 9 Points:</th>
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<tr>
<td>9.1 Select and use appropriate methods for evaluation of outcomes</td>
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## Program Emphasis on Professionalism

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## Signatures

**Student:** ___________________________  
Date: _____

**Field Instructor/Supervisor:** ___________________________  
Date: _____

**Field Liaison:** ___________________________  
Date: _____
APPENDIX 21

STUDENT’S EVALUATION OF FIELD INSTRUCTOR
### Social Work Program
The University of Tennessee at Martin
Department of Behavioral Sciences

#### Social Work 490
Social Work Field Instruction

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**Student’s Evaluation of the Field Instructor**

<table>
<thead>
<tr>
<th>Student:</th>
<th>Supervisor:</th>
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<tbody>
<tr>
<td>Agency:</td>
<td>Location:</td>
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<tr>
<th>Semester of Field Instruction:</th>
<th>Year:</th>
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<th></th>
<th>Superior</th>
<th>Good</th>
<th>Average</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td>1. General knowledge of social problems and social issues.</td>
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<tr>
<td>2. Specific knowledge of social work practice.</td>
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<tr>
<td>3. Ability to communicate effectively that which is expected in the performance of the job.</td>
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<td>4. Ability to formulate plans to maximize student learning in a specific setting.</td>
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<td>5. Ability to make sound, logical decision.</td>
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<td>6. Ability to recognize budding problems and deal with them effectively.</td>
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<td>7. Self-starting ability, ability to ace promptly in matters relating to the work situation.</td>
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<td>8. Flexibility, ability to adjust and adapt to change.</td>
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<tr>
<td>9. Commitment to the goals and purposes of the organization or agency.</td>
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<td>10. Ability to promote communication between community agencies.</td>
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<td>11. Knowledge of community resources.</td>
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<tr>
<td>12. Interest in professional self-improvement.</td>
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<tr>
<td>13. Sensitivity to the learning needs of the student.</td>
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<tr>
<td>14. Ability to listen.</td>
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<tr>
<td>15. Self-awareness.</td>
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<tr>
<td>16. Personal appearance</td>
<td></td>
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<tr>
<td>17. Ability to teach.</td>
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</tbody>
</table>
18. Enabling qualities which enhance the student’s performance.

19. Involvement in professional organizations, professional activities.

20. Leadership abilities.

21. Ability to cooperate and work effectively as a member of a team.

22. Overall quality of the Supervisor’s performance.

23. Ability to perform under stress.

Comments:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Signature of Student ___________________________ Date ________________
APPENDIX 22

AGENCY EVALUATION OF THE
SOCIAL WORK PROGRAM
AGENCY EVALUATION OF THE SOCIAL WORK PROGRAM

Name of Agency: ___________________________ Location: ___________________________

Semester of Field Instruction: ___________________________ Year: ______

Name of Student(s) in Field Instruction: ___________________________

Social Work Program Faculty Adviser: ___________________________

Name of Agency Evaluator: ___________________________ Title: __________

Code:  
5 - Highly Satisfactory  
4 - More than Satisfactory  
3 - Satisfactory  
2 - Somewhat Satisfactory  
1 - Unsatisfactory

1. Clarification of the goals and Competencies of field instruction.
2. Clarification of the agency’s role in helping to reach these competencies.
3. Adequacy of Social Work Program information shared with the agency for field instruction.
4. Appropriateness of the student’s placement in the agency relative to the student’s interests.
5. Readiness of the student for the field instruction experience.
6. Availability of the Faculty Adviser to the agency supervisor/administrator for conferences.
7. Appropriateness of the Faculty Adviser’s expectations of the student’s performance in field instruction.
8. Appropriateness of the Faculty Adviser’s expectations of the agency in meeting the student’s learning needs.
9. Social Work Program’s provision of in-service training and/or developmental activities for agency supervisors of internship students.
10. Courtesy to, acceptance of agency personnel by Social Work Faculty and students.
11. Opportunity for the agency to have in-put, make recommendations for Social Work Program improvement

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Comments:

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Signature of Agency Evaluator:  ____________________________________________
APPENDIX 23

SOCIAL WORK PROGRAM’S EVALUATION OF AGENCY
### SOCIAL WORK PROGRAM’S EVALUATION OF THE AGENCY

**Agency:** _______________________________  **Location:** _______________________________

**Name of Social Work Faculty Adviser:** ____________________________________________

**Name of Student Intern:** _______________________________________________________

**Semester of Field Instruction:** _____________________________  **Year:** _______

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1. Provision for the student’s general orientation to the agency.

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2. Provision of appropriate work space for the student.

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3. Quality of agency supervision to provide guidance, direction for the student.

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4. Courtesy to, acceptance of the student by agency personnel.

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5. Involvement of the student in agency related activities such as staff meetings, conferences.

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<th>Superior</th>
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6. Appropriateness of the work assignments to the student’s learning needs.

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7. Availability of agency administrative/ supervisory staff for conferences with the student’s faculty adviser.

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8. Agency’s identification with social work values, philosophy, and ethical practice.

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9. Student’s accessibility to his/her assigned agency supervisor for individual conferences.

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<th>Superior</th>
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<th>Fair</th>
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10. Opportunity for the student to become aware of forces within the agency’s system which act upon (and may impede) the delivery of services.

    | Superior | Good | Average | Fair | Poor |
    |----------|------|---------|------|------|
    |          |      |         |      |      |
Comments:

________________________________________________________________________

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Signature of Social Work Faculty Adviser ____________________________  Date ____________
APPENDIX 24

STUDENT IN ACADEMIC DIFFICULTY
Interview Guide
for
Student in Academic Difficulty

I. ____________________________________________          Date
   Name of Student

   Living arrangement: _____ on campus          _____ off-campus, locally _____ commutes

   Classification: __________       _____ first semester       _____ second semester

   Number of hours carrying this semester: _____       Current cumulative GPA: _____

II. Factors contributing to your academic difficulties:

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

III. Goals you are willing to work toward for academic improvement.

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

IV. Commitment of faculty support toward goals achievement:

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

_____________________________        ______________________________
Signature of Course Instructor           Course Name and Number
APPENDIX 25

PORTFOLIO CRITERIA AND GRADUATE 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**

<table>
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<th>Points</th>
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<td>31</td>
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<td>34</td>
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<td>38</td>
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**Capstone Score**

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<td>505</td>
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<td>553</td>
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<tr>
<td>601</td>
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**ACAT (Area Concentration Achievement Test)**

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<td>507</td>
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<td>606</td>
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<td>703</td>
<td>4 points</td>
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**Field Experience Score**

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<td>819*</td>
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<td>907</td>
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<td>994</td>
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<td>1082</td>
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**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.**