# Contents

I. BACCALAUREATE SOCIAL WORK EDUCATION ................................................................. 6
   A Brief History of the Social Work Program ............................................................ 6
   Mission, Goals, Competencies, and Educational Outcomes .................................... 6
   Core Competencies and Practice Behaviors ............................................................. 7
   Special State and Federal Laws for Educational Purposes ......................................... 11
      Elderly and Persons with Disabilities ................................................................. 11
      Family Educational Rights and Privacy Act ......................................................... 11
      UT Martin is an EEO/Title VI, Title IX/Section 504/ADA/ADEA Statement ............ 11
   ADMISSIONS ................................................................................................................ 12
II. CURRICULUM ............................................................................................................... 13
   Bachelor of Science in Social Work ......................................................................... 13
   Suggested Four-Year Schedule for Social Work Majors ............................................ 14
   School Social Work Licensure .................................................................................. 18
   Career Opportunities ............................................................................................... 18
   Additional Career Opportunities for Social Work Majors ......................................... 20
   Policy on Course Waivers and Academic Credit ...................................................... 21
   Generalist Approach ............................................................................................... 21
   Curriculum Design and Learning Style ..................................................................... 21
      Vocabulary Important to the Curriculum ............................................................. 21
   Competency Bases .................................................................................................... 21
   Movement of Student Learning ............................................................................... 23
   Definitions of Degrees of Learning ........................................................................... 24
III. FIELD PRACTICE EDUCATION .............................................................................. 25
   Philosophical Approach to Field Practice ............................................................... 25
   Purpose of Field Instruction .................................................................................... 25
   Competencies of the Field Instruction ..................................................................... 25
   Field Instruction Structure ....................................................................................... 29
   Criteria for the Selection of Field Instruction Settings ............................................ 30
   Selection of Field Instructors .................................................................................. 30
   Criteria for Selection of Field Instructors .............................................................. 30
   Field Instruction Integrative Seminar ...................................................................... 31
   Orientation and Field Seminars ............................................................................... 31
Child Welfare Stipend Program

IV. ROLES, RESPONSIBILITIES, AND EXPECTATIONS
   Role of the Coordinator of Field Instruction
   Role of Faculty Field Liaison
   Role of Field Instructor
   Responsibilities of the Student
   Description and Role of the Professional Practice Advisory Council (PPAC)

V. FIELD INSTRUCTION
   Placement Process
   Placement Decision
   Student Liability Insurance
   Social Work Agency Affiliation Agreement
   Student Placement Plan
   Background Checks for Field Instruction

VI. POLICIES AND PROCEDURES
   Attendance
   Holidays
   Breaks
   Professional Conduct
   Recovering Persons
   Transportation
   Liaison Visitation
   Grading Policy
   Early Warning Policy

VII. EVALUATIONS
   Evaluation of Student Performance by the Field Instructor
   Student's Self-Assessment
   Evaluation of Student by Faculty Field Liaison
   Area of Concentration Achievement Test (ACAT)
   Field Exit Exam
   Student Evaluation of Field Instructor
   Agency Evaluation of the Social Work Program
   Social Work Program's Evaluation of the Agency
   Termination of Placement
   Examples of Social Work Field Placement Agencies
Progression in Admission to the Social Work Program ................................................................. 82
   For Transfer Students .................................................................................................................. 82
APPENDIX 5 .................................................................................................................................. 83
ADMISSION, TERMINATION, AND APPEALS POLICIES AND PROCEDURES ......................... 84
   Social Work Program Admission Criteria ............................................................................... 84
   Procedures for Terminating Students from the Social Work Program ...................................... 87
   Academic Terminations ............................................................................................................ 87
   Non-Academic Termination ....................................................................................................... 87
   Withdrawal or Temporary Suspension .................................................................................... 88
   Selecting Out Students from the Social Work Program ......................................................... 89
APPENDIX 6 .................................................................................................................................. 91
School Social Work Licensure Application .................................................................................. 91
APPENDIX 7 .................................................................................................................................. 95
Application for Full Progression ................................................................................................ 95
APPENDIX 8 ................................................................................................................................ 101
Individualized Student Success Plan ......................................................................................... 101
APPENDIX 9 ................................................................................................................................ 105
   UT Martin Student Social Work Association (SSWA) Constitution ........................................ 106
APPENDIX 10 ................................................................................................................................ 109
Petition For Exception ................................................................................................................. 109
APPENDIX 11 ................................................................................................................................ 113
Evaluation for Field Setting ........................................................................................................ 113
APPENDIX 12 ................................................................................................................................ 119
Field Instruction Mid-Term Seminar Evaluation ......................................................................... 119
APPENDIX 13 ................................................................................................................................ 123
   Suggested Guide for Preparing Resume .................................................................................... 124
   Notes on the Development of a Resume .................................................................................... 124
APPENDIX 14 ................................................................................................................................ 127
   Sample Social Work Affiliation Agreement .............................................................................. 127
APPENDIX 15 ................................................................................................................................ 131
   Student Placement Plan ........................................................................................................... 131
APPENDIX 16 ................................................................................................................................ 135
Incident Report Form .................................................................................................................. 135
APPENDIX 17 ................................................................................................................................ 137
   Evaluation Grading Scale .......................................................................................................... 138

4
APPENDIX 18..................................................................................................................................................139
Early Warning Form.....................................................................................................................................139
APPENDIX 19..................................................................................................................................................141
Midterm Evaluation of Student Performance by Field Instructor ...............................................................141
APPENDIX 20..................................................................................................................................................151
Final Evaluation of Student Performance by Field Instructor .........................................................................151
APPENDIX 21..................................................................................................................................................161
Evaluation of Student Performance by the Student .......................................................................................161
APPENDIX 22..................................................................................................................................................171
Evaluation of Student Performance by the Field Liaison ..............................................................................171
APPENDIX 23..................................................................................................................................................181
Student Evaluation of Field Instructor ........................................................................................................181
APPENDIX 24..................................................................................................................................................185
Agency Evaluation of the Social Work Program ............................................................................................185
APPENDIX 25..................................................................................................................................................189
Social Work Program Evaluation of Agency ................................................................................................189
APPENDIX 26..................................................................................................................................................191
Student in Academic Difficulty ......................................................................................................................191
APPENDIX 27..................................................................................................................................................193
  Areas of Measurement ..................................................................................................................................194
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 Department of Behavioral Sciences.

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

The Social Work Program emphasizes the "generalist" approach (Appendix 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.

The Social Work Program incorporates the content and competencies specified for accredited baccalaureate programs in the Educational Policy and Accreditation Standards of the CSWE. (Appendix 2) Program assessment outcomes can be found at http://www.utm.edu/departments/socwork/index.php.

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 inter-professional 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 inter-professional 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 inter-professional 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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational 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

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

1. Field Evaluations
2. Capstone Paper
3. Exit Exam
Special State and Federal Laws for Educational Purposes
(University Catalog, 2015-2016)

Elderly and Persons with Disabilities

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

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

Family Educational Rights and Privacy Act

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

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

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

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
Fax: (731) 881-3507
equityanddiversity@utm.edu
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 5 for 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 2017-2018 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.
## Suggested Four-Year Schedule for Social Work Majors

### 2017-18 Catalog Requirements

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>Social Work 200, 220</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 100-110 or 140</td>
<td>3-4</td>
</tr>
<tr>
<td>English 100 &amp; 110 or 111, 112</td>
<td>6-11</td>
</tr>
<tr>
<td>Lab Science (any under general education listing)</td>
<td>4</td>
</tr>
<tr>
<td>Zoology 201 or 251</td>
<td>4</td>
</tr>
<tr>
<td>Sociology 201</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 101</td>
<td>3</td>
</tr>
<tr>
<td>Freshman Studies</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>31-37</strong></td>
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<table>
<thead>
<tr>
<th>Sophomore</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>Social Work 300, 320, 330, 410</td>
<td>12</td>
</tr>
<tr>
<td>Elective</td>
<td>7</td>
</tr>
<tr>
<td>One course from the following</td>
<td>3</td>
</tr>
<tr>
<td>Economics 201, 202</td>
<td></td>
</tr>
<tr>
<td>Political Science 210, 220</td>
<td></td>
</tr>
<tr>
<td>Consumer Resource Mgt. 205</td>
<td></td>
</tr>
<tr>
<td>Communications 230</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>32</strong></td>
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<table>
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<tr>
<th>Junior</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Social Work 340, 350, 400, 440</td>
<td>12</td>
</tr>
<tr>
<td>Sociology 202 or 308</td>
<td>3</td>
</tr>
<tr>
<td>One course from the following</td>
<td>3</td>
</tr>
<tr>
<td>Economics 201, 202</td>
<td></td>
</tr>
<tr>
<td>Political Science 210, 220</td>
<td></td>
</tr>
<tr>
<td>Consumer Resource Mgt. 205</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Work Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>30</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Senior</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>Social Work 460, 470, 490</td>
<td>18</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Aesthetics</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

**Total Semester Hours Required for Graduation with a BSSW Degree**: 120
### General Education Requirements (36-39 hours)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours Required</th>
<th>Requirement Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biological and Physical</strong></td>
<td>4</td>
<td>Complete either of the following:</td>
</tr>
<tr>
<td><strong>Systems (8 hours)</strong></td>
<td></td>
<td>ZOOL 201 or 251 (students cannot receive credit for both ZOOL 201 and ZOOL 251)</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Any other lab science under general education lab science listing in University Catalog</td>
</tr>
<tr>
<td><strong>Communications (9-10 hours)</strong></td>
<td>3 or 8</td>
<td>ENGL 100 and 110 (8 hrs) or ENGL 111 (3 hrs) or equivalent honors courses</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>ENGL 112 (Prereq: Minimum grade of C in ENGL 111)</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>COMM 230 (Prereq: Minimum grade of C in ENGL 111)</td>
</tr>
<tr>
<td><strong>Aesthetics (3 hours)</strong></td>
<td>3</td>
<td>Complete three hours from approved general education listing</td>
</tr>
<tr>
<td>Art 110</td>
<td></td>
<td>DANC 110</td>
</tr>
<tr>
<td>ARTH 210</td>
<td></td>
<td>MUS 112</td>
</tr>
<tr>
<td>ARTH 211</td>
<td></td>
<td>MUS 113</td>
</tr>
<tr>
<td>MUS 114</td>
<td></td>
<td>THEA 110</td>
</tr>
<tr>
<td>THEA 111</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Humanities (9 hours)</strong></td>
<td>9</td>
<td>Complete nine hours from approved general education listing</td>
</tr>
<tr>
<td>ENGL 250</td>
<td></td>
<td>FREN 250</td>
</tr>
<tr>
<td>ENGL 251</td>
<td></td>
<td>GERM 250</td>
</tr>
<tr>
<td>ENGL 260</td>
<td></td>
<td>HIST 121</td>
</tr>
<tr>
<td>ENGL 261</td>
<td></td>
<td>HIST 122</td>
</tr>
<tr>
<td>ENGL 270</td>
<td></td>
<td>HIST 201</td>
</tr>
<tr>
<td>(see catalog for prereq)</td>
<td></td>
<td>SPAN 250</td>
</tr>
<tr>
<td><strong>Mathematics (3-5 hours)</strong></td>
<td>3 to 5</td>
<td>Mathematics - successfully complete one of the General Education Mathematics courses</td>
</tr>
<tr>
<td><strong>Social &amp; Behavioral</strong></td>
<td>3</td>
<td>SOC 201</td>
</tr>
<tr>
<td><strong>Sciences (6 hours)</strong></td>
<td>3</td>
<td>PSYC 101</td>
</tr>
</tbody>
</table>
### Other Required Courses (13-19 hours)

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>Complete any two courses from the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECON 201                                        POSC 210                                        CRMG 205</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECON 202                                        POSC 220</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[Coreq: for ECON 201 &amp; 202 is a college level math course]</td>
</tr>
<tr>
<td>Foreign Language (4 hours)</td>
<td>4</td>
<td>Completion of 122 or higher in any language</td>
</tr>
<tr>
<td>Sociology (3 hours)</td>
<td>3</td>
<td>Completion of one of the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOC 202 or SOC 308</td>
</tr>
</tbody>
</table>

### Social Work Major Core Requirements (54 hours)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>Social Work 200 Pre-major course</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Social Work 220 Pre-major course</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Social Work 300 (Prereq: Approval for initial progression)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Social Work 320 (Prereq: Approval for initial progression; ZOOL 201 or 251; PSYC 101)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Social Work 330 (Prereq: SWRK 320)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Social Work 340 (Prereq: SWRK 320 &amp; concurrent registration in SWRK 350)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Social Work 350 (Prereq: SWRK 320 and concurrent registration in SWRK 340)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Social Work 400 (Prereq: SWRK 340 and approval for advanced progression)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Social Work 410 (Prereq: Approval for Initial Progression)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Social Work 440 (Prereq: SWRK 340 and approval for advanced progression)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Social Work 460 (This course must be taken the semester prior to SWRK 460)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Social Work 470 (This course must be taken the semester prior to SWRK 490)</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Social Work 490 (Prereq: Completion of all other courses required for graduation and approval for full progression)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Social Work Elective (SWRK courses with numbers ending in 5)</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Social Work Elective (SWRK courses with numbers ending in 5)</td>
</tr>
</tbody>
</table>

### Elective Hours (15)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives (15)</td>
<td>15</td>
<td>Enough electives to meet the 120 hours required for graduation</td>
</tr>
</tbody>
</table>

### Notes:

...
❖ Minimum hours required for a BSSW Degree (120).
❖ Maximum credits in any one subject counted toward graduation (50).
❖ A student seeking any bachelor’s degree at The University of Tennessee at Martin must satisfy the university-wide general education requirements found at the beginning of the UT Martin Undergraduate and Graduate Catalog (http://www.utm.edu/catalog.php).
❖ 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 he/she was enrolled at UT Martin or any other public community college or university when the catalog was in effect.
❖ A minimum grade of “C” (2.00) must be made in every course offered for the major.
❖ Students are required to have a minimum cumulative GPA of 2.50 to receive the baccalaureate degree from The University of Tennessee at Martin.
❖ Transfer students must earn at least six (6) hours in the major while in residence at The University of Tennessee at Martin.
❖ A student may offer by correspondence and/or extension as much as one-fourth (1/4) of the gross total hours required for the degree sought and have this work counted toward the degree.
❖ 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 the final semester. This is an online process. For more information visit http://www.utm.edu/departments/registrar/graduation.php.
❖ 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 for their degree at UT Martin.
❖ A maximum of 9 upper-division credit hours 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 the adviser’s approval (9 hours during each summer term). No more than 6 hours will be allowed during Maymester. The appropriate college dean’s written approval must be obtained in order to register for additional credit hours.
School Social Work Licensure

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

1. Graduation from a CSWE accredited social work program;
2. Completion of Social Work 375 Social Work in the School Setting*;
3. Completion of Human Learning 325 Educational Psychology or Teacher Education 716 Growth and Development in School Age Students;
4. Completion of Special Education 300 (500) Children with Exceptionalities*;
5. Completion of Educational Studies 450 (650) The School, the Teacher, and the Law*;
6. Completion of Social Work 490 Social Work Field Instruction* (in a school setting), OR one (1) year successful postgraduate experience as a school social worker or family and children social worker may substitute;
7. Recommendation from the UT Martin Social Work Program; and

Applications are available in the Department of Behavioral Sciences Office, in Appendix 6 and online upon request.

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

Career Opportunities

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

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

Medical Social Services - Medical social workers practice in general hospitals, public health departments, home health care, hospice, and long-term care facilities. They work with people experiencing social, psychological, and economic problems associated with their illness, and are also involved in discharge planning.

Mental Health - Social workers are members of the psychiatric team in mental health centers and Hospitals for the mentally ill, emotionally disturbed, and the chemically dependent.

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

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

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

- Alcohol and Drug Treatment
- Big Brother/Big Sister Organizations
- Boys & Girls Club of America
- Boy/Girl Scouts of America
- Bureau of Indian Affairs
- Child Care Programs (public/private)
- Child Development Programs
- Christian Social Work Ministries
- Corrections
- Dialysis Clinics
- Easter Seal Programs
- Home Health and Hospice Agencies
- Hospitals
- Housing Authorities
- Mental Health Centers (in/out patient)
- Public Health Agencies
- Public Schools
- Red Cross
- Religious Programs
- Services to the Aging (Gerontology)
- Veteran’s Services
- Vocational Rehabilitation Centers
- Welfare Agencies
Policy on Course Waivers and Academic Credit

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

Generalist Approach

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo and macro levels. Generalist practitioners engage 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.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine (9) Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes and behaviors associated with competence at the generalist level of practice. (EPAS 2015, Educational Policy 2.0)

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 nine 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 2015 Educational Policy and Accreditation Standards.

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, (s)he is able to do, and how (s)he feels, in relation to the following:

**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.

**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).

**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.
j. 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</th>
<th>Instruction*</th>
<th>Degree Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 200 Introduction to Social Work</td>
<td>I</td>
<td>Acquaintance/Introduction</td>
</tr>
<tr>
<td>SWRK 220 Understanding Human Diversity and Oppressed Populations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></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>SWRK 320 &amp; 330 Human Behavior and Social Environment I &amp; II</td>
<td>III</td>
<td>Knowledge</td>
</tr>
<tr>
<td>SWRK 340 Social Work Practice I</td>
<td>IV</td>
<td>Understanding/Reinforced</td>
</tr>
<tr>
<td>SWRK 350 Social Work Practice Skills and Techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWRK Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWRK 410 Social Research and Evaluation</td>
<td>V</td>
<td>Ability to Apply/Mastery</td>
</tr>
<tr>
<td>SWRK 400 Social Work Practice II</td>
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<td></td>
</tr>
<tr>
<td>SWRK 440 Social Work Practice III</td>
<td></td>
<td></td>
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<tr>
<td>SWRK 460 Social Work Senior Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWRK 470 Social Work Field Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWRK 490 Social Work Field Instruction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Instruction – the supervised practical application of theories studied.

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

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

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

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

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

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

**As a learner, a student should know about:**

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

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

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

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

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 inter-professional 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 inter-professional 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 inter-professional 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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational 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 a one-semester block placement where the student is in his/her internship placement 38-40 hours per week for the duration of the 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 Individualized Student Success Plan; or denied. (Forms relating to this process can be found in Appendix 7-Full Progression Application and Appendix 8 – Individualized Student Success Plan). 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 10). 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 11)

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
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, 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 University of Tennessee at 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 (Sociology Building Room 105). 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 14)

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; Appendix 20). 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 21) 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 22).

**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 Exam**

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 23).

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 24).

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 25).
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 26).

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

Adolescence Residential – Natchez Trace Academy, McDowell Center for Children
Alcohol/Drug and Psychological Programs – Baptist Memorial Hospital
Alternative Schools – various locations including Dresden, TN
Behavioral Counseling Centers – Pathways, Carey Counseling Center
Child Development Services – Head Start Programs, TN CARES
Children/Family Services – DCS, Carl Perkins Center, UTM Infant Stimulation Program
Children’s Group Homes – Tennessee Baptist Children’s Home, Youth Villages Group Homes
Community Development Services – CDS (various locations including Martin, TN)
Corrections – TN Board of Probation and Parole, Juvenile Court, Police Departments
Hospice and Home Health – Avalon Hospice, Baptist Memorial Hospital
Hospitals/Medical Centers – Jackson Madison Co General Hospital, Henry County Medical Center
Geriatric Services – Greenbrier Meadows, DiversaCare
Mental Health – Generation Gaithers Group, Western Mental Health Institute
Non-Profit Organizations – Reelfoot Rural Ministries, Catholic Charities of TN, Inc
Nursing Homes – Weakley Co Nursing Home, Union City Manor Nursing Home
Rehabilitation Services – Spire Cane Creek, VanAyer Health Care & Rehabilitation
Schools – Milan Special School District, Weakley Co Schools
Victim’s Services – WRAP, Youth Villages
Vocational Centers – various locations including Huntingdon, Dresden and Union City
APPENDICES
APPENDIX 1
Definition for Generalist Social Work
Definition for Generalist Social Work

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo and macro levels. Generalist practitioners engage 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.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine (9) Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes and behaviors associated with competence at the generalist level of practice. (EPAS 2015, Educational Policy 2.0)
APPENDIX 2

Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards
Introduction

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master’s degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master’s degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE’s COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews. The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP “at periodic intervals not to exceed 7 years.” CSWE’s recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents.

For updated information about the 2015 EPAS, please visit [www.cswe.org/Accreditation](http://www.cswe.org/Accreditation) or send an e-mail to [accreditation@cswe.org](mailto:accreditation@cswe.org).
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-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work 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, locally and globally.

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, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

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 and methods of curriculum design by balancing requirements that promote comparable outcomes 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 the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards 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.

Competency-Based Education

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work, this approach involves assessing students’ ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker’s competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.
Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies. Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes. Programs assess students’ demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

**Social Work Competencies**

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage in Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
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 inter-professional 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:

• Make ethical decisions by applying 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
• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
• Demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communication;
• Use technology ethically and appropriately to facilitate practice outcomes; and
• 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:

• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels;
• Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
• 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:
• Apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels; and
• 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:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- 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:

- Identify social policy at the local, state and federal level that impacts well-being, service delivery and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services; and
- 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 inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
• 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 inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

• Collect and organize data and apply critical thinking to interpret information from clients and constituencies;
• Apply knowledge of human behavior and the social environment, person-in-environment and other theoretical frameworks in the analysis of assessment data from clients and constituencies;
• Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies; and
• 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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
• Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
• Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
• Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies; and
• 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:

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

**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, and are informed by program context.

**Values**

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

**Program Context**

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, 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, practice, and research.

**Accreditation Standard 1.0—Program Mission and Goals**

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

1.0.2 The program explains how its mission is consistent with the institutional mission and the program’s context across all program options.

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

**Explicit Curriculum**

The explicit curriculum constitutes the program’s formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master’s levels. Baccalaureate programs prepare students for generalist practice. Master’s programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

**Educational Policy 2.0—Generalist Practice**

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods
in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage 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.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

**Accreditation Standard B2.0—Generalist Practice**

B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

B2.0.2 The program 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.

B2.0.3 The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

**Accreditation Standard M2.0—Generalist Practice**

M2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

M2.0.2 The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

M2.0.3 The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

**Educational Policy M2.1—Specialized Practice**

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery. The master’s program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

**Accreditation Standard M2.1—Specialized Practice**

M2.1.1 The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.

M2.1.2 The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.

M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.
M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate 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 Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master’s programs.

2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program’s specified criteria.

2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to
demonstrate program social work competencies. Field instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program and have 2 years post-master’s social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.2.11 The program describes how its field education program 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.

Implicit Curriculum

The implicit curriculum refers to the learning 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 and fair distribution 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 and the mission, goals, and context of the program.

Educational Policy 3.0—Diversity

The program’s expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. 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. The learning environment consists of the program’s 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 3.0—Diversity

3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.

3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1—Student Development

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

**Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation**

**Admissions**

B3.1.1 The program identifies the criteria it uses for admission to the social work program. M3.1.1 The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master’s program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master’s social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

3.1.2 The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.1.3 The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services*, or covered under a memorandum of understanding with international social work accreditors.

3.1.4 The program describes its policies and procedures concerning the transfer of credits.

3.1.5 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**

3.1.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.1.7 The program submits its policies and procedures for evaluating student’s academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

3.1.8 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. The program describes how it informs students of these policies and procedures.

**Student participation**

3.1.9 The program submits its policies and procedures specifying students’ rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

3.1.10 The program describes how it provides opportunities and encourages students to organize in their interests.

**Educational Policy 3.2—Faculty**

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program’s mission and goals, 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, research, 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. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.
Accreditation Standard 3.2—Faculty

3.2.1 The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

3.2.2 The program documents that faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least 2 years of post–master’s social work degree practice experience.

3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master’s programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty’s teaching, scholarly, and service responsibilities.

B3.2.4 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

M3.2.4 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.

3.2.5 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.

3.2.6 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.

3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program’s educational environment.

Educational Policy 3.3—Administrative and Governance 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. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program’s mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure

3.3.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.

3.3.2 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.

3.3.3 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.
3.3.4 The program identifies the social work program director. Institutions with accredited baccalaureate and master’s programs appoint a separate director for each.

B3.3.4(a) The program describes the baccalaureate 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 in social work preferred.

B3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

B3.3.4(c) The program describes the procedures for calculating the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

M3.3.4(a) The program describes the master’s 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 master’s program director have a doctoral degree, preferably in social work.

M3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work master’s program.

M3.3.4(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 specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

3.3.5 The program identifies the field education director.

3.3.5(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.

B3.3.5(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.

M3.3.5(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-master’s social work degree practice experience.

B3.3.5(c) The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.3.5(c) The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.

3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.
Educational Policy 3.4—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 carry out the program’s mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources

3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.

3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Assessment

Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students’ demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used. Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the
generalist and specialized levels of practice (master’s social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students’ performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every 2 years) its findings.

4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.
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 well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well-being in a social context and the 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 NASW Code of Ethics*
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 Codes 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 rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers’ decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients’ and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

**Ethical Principles**

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

**Value: Service**

**Ethical Principle:** Social workers’ primary goal is to help people in need and to address social problems.

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

**Value: Social Justice**

**Ethical Principle:** Social workers challenge social injustice.

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

**Value: Dignity and Worth of the Person**

**Ethical Principle:** Social workers respect the inherent dignity and worth of the person.

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

**Value: Importance of Human Relationships**

**Ethical Principle:** Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the 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 self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients’ right to self-determination when, in the social workers’ professional judgment, clients’ actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

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

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

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

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

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

(f) Social workers should obtain clients’ informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.
1.04 Competence
(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity
(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
(b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups.
(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

1.06 Conflicts of Interest
(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients’ interests primary and protects clients’ interests to the greatest extent possible. In some cases, protecting clients’ interests may require termination of the professional relationship with proper referral of the client.
(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers’ professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.
1.07 Privacy and Confidentiality

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

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

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

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients’ right to confidentiality. Social workers should review with client’s circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker client relationship and as needed throughout the course of the relationship.

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

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

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

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

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

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

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

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
(n) Social workers should transfer or dispose of clients’ records in a manner that protects clients’ confidentiality and is consistent with state statutes governing records and social work licensure.
(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker’s termination of practice, incapacitation, or death.
(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

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

1.09 Sexual Relationships
(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
(b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact
Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.
1.11 Sexual Harassment
Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

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

1.13 Payment for Services
(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients’ ability to pay.
(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers’ relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client’s initiative and with the client’s informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.
(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers’ employer or agency.

1.14 Clients Who Lack Decision-making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

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

1.16 Termination of Services
(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients’ needs or interests.
(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
(c) Social workers in fee for service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients’ needs and preferences.
(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

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

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

2.03 Interdisciplinary Collaboration
(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the wellbeing of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client wellbeing.

2.04 Disputes Involving Colleagues
(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.
(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation
(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services
(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues’ unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

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

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.
3.06 Client Transfer
(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client’s needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients’ current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.

3.07 Administration
(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.
(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients’ needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

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

3.09 Commitments to Employers
(a) Social workers generally should adhere to commitments made to employers and employing organizations.
(b) Social workers should work to improve employing agencies’ policies and procedures and the efficiency and effectiveness of their services.
(c) Social workers should take reasonable steps to ensure that employers are aware of social workers’ ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
(d) Social workers should not allow an employing organization’s policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations’ practices are consistent with the NASW Code of Ethics.
(e) Social workers should act to prevent and eliminate discrimination in the employing organization’s work assignments and in its employment policies and practices.
(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.
3.10 Labor Management Disputes
(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
(b) The actions of social workers who are involved in labor management disputes, job actions, or labor strikes should be guided by the profession’s values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence
(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

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

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

4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment
(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation
(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.
(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

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

4.08 Acknowledging Credit
(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
(b) Social workers should honestly acknowledge the work of and the contributions made by others.

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

5.01 Integrity of the Profession
(a) Social workers should work toward the maintenance and promotion of high standards of practice.
(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession’s literature and to share their knowledge at professional meetings and conferences.
(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research
(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants’
wellbeing, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

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

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

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

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

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

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

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

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

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

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.
6.03 Public Emergencies
Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action
(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.
APPENDIX 4

Progression in Admission to the Social Work Program
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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work 200</td>
<td>Introduction to Social Work and Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>Social Work 220</td>
<td>Understanding Human Diversity and Oppressed Populations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Go through initial progression application procedure**

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work 300</td>
<td>Social Welfare Polices and Services</td>
<td>3</td>
</tr>
<tr>
<td>(prereq: SWRK 200, 220, approval for initial progression; ENGL 111 &amp; 112)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work 320</td>
<td>Human Behavior and Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>(prereq: approval for initial progression; ZOOL 201 or 251; PSYC 110 or 120; and SOC 201 or 202 or 208)</td>
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**Third Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work 330</td>
<td>Human Behavior and Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>(prereq: SWRK 320)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work 340</td>
<td>Social Work Practice I</td>
<td>3</td>
</tr>
<tr>
<td>(prereq: SWRK 320 and concurrent registration in SWRK 350)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work 350</td>
<td>Social Work Skills and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>(prereq: SWRK 320 and concurrent registration SWRK 340)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work 410</td>
<td>Social Work Research and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>(prereq: Approval for initial progression)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work Elective</td>
<td>Any Social Work Elective - Courses listed ending in &quot;5&quot;</td>
<td>3</td>
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</table>

**Go through advanced progression application procedure**

**Fourth Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work 400</td>
<td>Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>(prereq: SWRK 340 and approval for advanced progression)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work 440</td>
<td>Social Work Practice III</td>
<td>3</td>
</tr>
<tr>
<td>(prereq: SWRK 400 and approval for advanced progression)</td>
<td></td>
<td></td>
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<tr>
<td>Social Work 460</td>
<td>Social Work Senior Seminar</td>
<td>2</td>
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<tr>
<td>(must be taken the semester prior to SWRK 490)</td>
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</tr>
<tr>
<td>Social Work 470</td>
<td>Social Work Field Instruction Preparation</td>
<td>1</td>
</tr>
<tr>
<td>(must be taken the semester prior to SWRK 490)</td>
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</tbody>
</table>

**Go through full progression application procedure**

**Fifth Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work 490</td>
<td>Social Work Field Instruction</td>
<td>12</td>
</tr>
<tr>
<td>(prereq: all other courses required for graduation and approval for full progression)</td>
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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 Individualized Student Success Plan (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 Individualized Student Success Plan (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. student 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 Individualized Student Success Plan (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 Individualized Student Success Plan (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 Individualized Student Success Plan (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”.
(http://www.utm.edu/studenthandbook/student_handbook.pdf)

Withdrawal or Temporary Suspension

The UT Martin Student Handbook outlines the judicial system including the disciplinary personnel, hearing procedure, and disciplinary actions and penalties. The Handbook outlines specific guidelines for withdrawal or temporary suspension due to mental or physical problems as follows:

When a student is unable to effectively pursue his/her academic work, (or when his/her behavior is disruptive to the normal educational processes of the university), or constitutes a 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 Individualized Student Success Plan (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 Individualized Student Success
Plan (Appendix 8) may 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/student_handbook.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/student_handbook.pdf)
APPENDIX 6

School Social Work Licensure Application

This form is available online at http://www.utm.edu/departments/socwork/forms.php
School Social Work Licensure Application

Date of Application: 06/29/2016

Name: 

SSN: 

Local Address: 

Local Phone: 

Permanent Address: 

Permanent Phone: 

Email Address: 

Cell Phone: 

Racial/Ethnic Background*: 

Gender*: □ Female □ Male □ Prefer not to answer

* Information to be used only for reporting purposes by accrediting bodies.

I am:

□ currently a social work student at the University of Tennessee at Martin.

If so, are you: □ Select One

□ a transfer student.

From: 

□ a graduate.

Degree: □ BSSW □ MSSW □ Other

Save

Next Page
Please place an "X" in the box beside each course you are currently enrolled in or have completed.

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<tr>
<th>Course</th>
<th>Grade: (if applicable)</th>
<th>University:</th>
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<tr>
<td>Social Work in a School Setting (SWRK 375)</td>
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<tr>
<td>Educational Psychology (HLRN 325 or TCED 716)</td>
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<td>Exceptional Child (SPED 300/500)</td>
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<td>The School, the Teacher, and the Law (EDST 450/650)</td>
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<tr>
<td>Social Work Field Instruction in a School Setting (SWRK 490)</td>
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Please list any post-graduate work experience in a school, family and children's service setting.

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Please attach documentation of successful employment below.

Attach
Admission to the School Social Work Curriculum is:

☐ Approved  ☐ Denied

Social Work Program Representative

☐ Approved  ☐ Denied

Social Work Program Representative

Field Instruction

School Placement:

School

Street  City/State  ZIP

Contact Person

Phone

☐ Approved  ☐ Denied

Social Work Program, Field Coordinator

☐ Approved  ☐ Denied

School of Education, Director of Student Services

Recommendation for School Social Work Licensure

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

☐ Agree  ☐ Disagree

Department of Education Coordinator for Admissions and Licensure

☐ Agree  ☐ Disagree

Social Work Program, Program Director
APPENDIX 7

Application for Full Progression

This form is available online at http://www.utm.edu/departments/socwork/forms.php
UT MARTIN SOCIAL WORK PROGRAM
APPLICATION FOR FULL PROGRESSION

Last Name: ____________________ First Name: ____________________ MI: _______ ID #: ____________________

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

At which UT Martin campus do you attend classes? ____________________

Are you registered to vote?  

O Yes  O No

Do you have a valid driver's license?  

O Yes  O No

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: ____________________

Are you a member of the National Association of Social Workers?  

O Yes  O No

Save your membership confirmation email for the professional social work organization you joined (NASW or other approved organization) to your computer and upload here or forward your confirmation email to pluker@utm.edu.

Attach

Save  Next Page
Semester/Year in which field instruction is required: ___________________________ 

Anticipated date of graduation: ___________________________  ___________________________ 

Semester  Year 

By the end of the current semester will you have successfully completed all of the required social work course prerequisites for Social Work 490-Social Work Field Instruction?  

☐ Yes  ☐ No 

Do you plan to take any courses concurrent with field instruction?  

☐ Yes  ☐ No 

Have you chosen an agency at which you wish to complete Social Work 490?  

☐ Yes  ☐ No 

Social Work provides a variety of career opportunities to graduates. However, not all work settings are appropriate for all social work students. In an attempt to help you prepare for field requirements and a future career in social work, we would like to think about any past or present issues that might impact where you complete field instruction (Social Work 490). This is not an attempt to exclude students. This is a way for the students prepare for field instruction and a future career in the field. 

Is there anything in your past or present that you feel might impact your participation in the social work program or your future career as a social worker? (Example: a substantiated Department of Children’s Services case, a revoked or suspended driver’s license, ability to drive a car, misdemeanor/felony charge(s) and/or conviction(s), etc.)  

☐ Yes  ☐ No 

In order to assist you in completing your academic career, do you have any physical or health concerns of which the Social Work Program should be aware?  

☐ Yes  ☐ No 

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 

Previous Page  Save  Next Page
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.  

I often go above and beyond in my classes. I do any extra credit assignments that are offered.  

I work on my assignments for class well in advance of the due dates. My participation in extracurricular activities work doesn’t affect my grades.  

I feel confident in my academic ability.  

I receive mostly A’s or B’s on my papers.  

I speak up in class almost every time we meet.  

I know what clothing is expected in a professional setting.  

I can apply what I have learned to a variety of settings and situations.  

I have friends in a variety of settings such as work, school, dorm, religious settings, and extracurricular activities.  

People can hear and understand me when I am talking with them or presenting information.  

I work well with others in group projects.  

I can ask others to do what they say they will do or to stop doing something I do not like.
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 given 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.
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 reserves the right to share information which might affect the student’s academic and professional experience with appropriate supervisory personnel in field work settings. This will be done in accordance with the NASW standards for professional confidentiality.

Terms of Acceptance and Signature

☐ I have read the following document(s):
☐ the NASW Code of Ethics.

☐ I acknowledge my agreement to be held to the standards and policies outlined in the UT Martin Social Work Advising Handbook (e.g. the program grievance policy, the progression policies, course requirements, etc.)

☐ I acknowledge my agreement to be held to the standards outlined in the NASW Code of Ethics.

☐ I acknowledge that the information provided in this application is truthful and accurate to the best of my knowledge.

☐ I understand that providing false information, failing to follow the policies outlined in the UT Martin Social Work Advising Handbook, or failing to abide by the NASW Code of Ethics may result in my termination from the Social Work Program at UT Martin.

Electronic Signature (PLEASE TYPE YOUR FIRST AND LAST NAME)

Print a copy of this application before submitting for your records.
APPENDIX 8

Individualized Student Success Plan

This form is available online at http://www.utm.edu/departments/socwork/forms.php
Individualized Student Success Plan
UT Martin Social Work Program

Student:  Progression Level:  07/31/2017

Self-assessment is a valuable tool for self-reflection and a vital component to professional development. You are encouraged to complete one or more of the self-assessment tools available online (www.utm.edu/departments/socwork). These tools will assist you in identifying areas of strength and barriers to your academic success. You are required to bring a copy of this completed plan to your progression interview. If you do not have a completed plan at the time of your interview, your interview will be rescheduled.

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<tr>
<th>Strengths Identified</th>
<th>Barriers Identified</th>
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Goals and Objectives of the Individualized Student Success Plan

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<th>Student Goal:</th>
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<tr>
<th>Behavioral Objectives</th>
<th>Results</th>
<th>Deadline</th>
<th>Completed</th>
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Next Page
I agree to work on the goals and objectives I have identified before my next progression interview.

Electronic signatures are not accepted on this form. Please print the completed form before signing.

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<th>Student Signature</th>
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<td>Social Work Faculty Signatures</td>
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Previous Page
UT Martin Student Social Work Association (SSWA) Constitution

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

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

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

Article IV. Officers
1. Members who are in good standing with the Association are eligible to hold elective office provided (s) he is not on academic probation at UT Martin at the time of the election;
2. If an officer is placed on “Academic Probation” during his/her term, (s) he shall be referred to the Executive Committee and the adviser for consultation;
3. The SSWA shall consist of the following officers: President, President-Elect, Secretary, Treasurer, and Minority Affairs Representative;
4. Officers will be elected by a majority vote. The election will be by secret ballot. Elections will be held as part of a regularly scheduled meeting;
5. Nominations for the offices will be taken at the last two regularly scheduled meetings preceding the vote. Nominations will be accepted from any member. The President will present the members nominated.

Article V. Meetings
1. Association Meetings:
   a. Regularly scheduled business meetings will be held at least once per month, as determined by the Executive Committee;
   b. Regularly scheduled meetings to deal with professional social work issues will be held once per month;
   c. Specially called meetings can be called by the Executive Committee or by a petition of 20% of the active members;
   d. There must be a quorum of 10% of active members present in order to conduct a business meeting;
e. All proposals need a 51% majority to pass;

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

**Article VI. Dues**

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

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

**Article VII. Committees**

1. There will be five outstanding committees of the organization:
   a. Executive;
   b. Communications;
   c. Social Action;
   d. Social Programs;
   e. Finance;

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

**Article VIII. Amendments**

1. Any member of the Association may present an amendment to be considered for adoption;
2. A vote on the proposed amendment shall be held at the first regular business meeting following
   its original presentation;
3. At least a 20% quorum of the Association members must be in attendance in order for an
   amendment to the constitution to be approved;
4. To be adopted, an amendment must be approved by a 51% majority.

**Article IX. Non-Discrimination**

1. The UT Martin SSWA shall not discriminate against any person due to race, color, sex, age,
   sexual preference, nationality, physical or mental impairments, or religious beliefs.
APPENDIX 10

Petition For Exception

This form is available online at http://www.utm.edu/departments/socwork/forms.php
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.
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 (funeral, birth, medical, etc.)

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?

You can attach a word document below if you need additional space for your request explanation.

Attach

Please print a copy of this petition for exception for your records.

Submit
APPENDIX 11

Evaluation for Field Setting

This form is available online at http://www.utm.edu/departments/socwork/forms.php
Evaluation of Field Setting

Faculty Evaluator: ___________________________  06/29/2016

Name of Setting: ____________________________

Street Address: _____________________________

City: ______ State: ______  ZIP: ______

Phone: ______  Fax: ______

Executive: _________________________________

Address (if different from above):

Street: ______  City: ______  State: ______  ZIP: ______

Educational Coordinator for setting: ______________

Phone: ______  Ext: ______

A. Description of setting

Auspices and source of financial support:

☐ Independently administered
☐ 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: ___________________________
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 used.

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 / 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 of 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? ○ Yes ○ No

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? ○ Yes ○ No

If so, give the rate of reimbursement.

Transportation resources provided for student use by the setting. ○ Yes ○ No

Agency provided insurance coverage for students using own transportation (liability). ○ Yes ○ No

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)? ○ Yes ○ No

Are there any stipends for which students can apply? ○ Yes ○ No

If so, who does the student need to contact?

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 instructional responsibility and educational level of student.

II. Anticipated Needs of Setting or Its Personnel Which Might Require Attention by the School, or Other Comments.

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

Attach
APPENDIX 12

Field Instruction Mid-Term Seminar Evaluation

This form is available online at http://www.utm.edu/departments/socwork/forms.php
The University of Tennessee at Martin
Field Instruction Midterm Seminar Evaluation

<table>
<thead>
<tr>
<th>Please select one response per item</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall seminar</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Meeting rooms</td>
<td>1</td>
<td></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:  

Comments:  

Presenter 2:  

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 to 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 13

Guide for Resume Preparation
Suggested Guide for Preparing Resume

I. Identifying Information
   a. Name:
   b. Address:
   c. Telephone Number:

II. Career Objectives
   a. Areas of Special Interest
   b. Plans for Graduate Study
   c. Desire for Career Opportunities

III. Educational Background (begin with most recent)
   a. Name of University:
   b. Degree Earned:
   c. Minor Course of Study:
   d. Honors Received:

IV. Work Experience (begin with most recent; include internship and volunteer experiences)
   a. Name of Employer:
   b. Address:
   c. Dates of Employment:
   d. 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

VIII. References (3 or more)
   a. Name:
   b. Title:
   c. Name of Organization:
   d. Address:
   e. Telephone Number:

*Indicate that the persons have agreed to furnish letters of reference upon request.

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 Council on Social Work Education accredited program;
- 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 14

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 experience 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 considerations, the parties hereto hereby agree as follows:

General Agreements:
1. each party shall have in the custody 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 minimum 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 program mission of the parties;
4. remuneration payments shall be made by Agency to students in compensation for their services, or shall be made 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 unfulfilled or conducts 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; and 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 in order to 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 assignments 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 medical 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 site;

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. 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 Divisions 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. university is responsible for directing and supervising its officers, agents, employees or students that are the parties to the 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. university is responsible for initiating Affiliation Agreement between University and Agency.

* Evidence of insurance will be provided upon written request.

Agency Agrees:

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

23. 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
decided upon student training period;
24. on any day when student(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. agency agrees to evaluate each student’s performance and report to the University on forms
provided by the University;
27. agency is responsible for directing and supervising its officers, agents or employees in the
performance of this Agreement.

Student Responsibilities:
28. student(s) are responsible for being at assigned agencies at times scheduled;
29. 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 training at Agency;
31. student(s) shall purchase student liability insurance from the University for those that 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 sixty (60) 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, AGENCY NAME, Date

AGENCY ADDRESS

AGENCY PHONE NUMBER
APPENDIX 15
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: ___________________________       06/29/2016
Semester: ___________________________
Agency: ___________________________
Field Instructor: ___________________________ Title: ___________________________

I. Goals and objectives of the student

II. Goals and objectives of the Field Instructor

III. Special Interests of the student’s 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 Objective</th>
<th>Methods of Supervision or Assessment</th>
</tr>
</thead>
</table>

Signature of Student: 

Signature of Field Instructor: 

Signature of Faculty Supervisor: 
APPENDIX 16

Incident Report Form

This form is available online at http://www.utm.edu/departments/socwork/forms.php
Incident Report

Name of Agency: ____________________________  Manager: ____________________________

Field Instructor: ____________________________  Consultant: ____________________________

Student Name: ____________________________  ________________________________________

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: ____________________________

Please fax a copy of this completed form to (731)881-7514 for the student’s academic file.
APPENDIX 17

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 is 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 enthusiasm, etc., can weigh 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 Evaluation 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>
</tbody>
</table>

Total Possible Points = 540 points

*60% of final grade = Combined Evaluations
*25% of final grade = Course Assignments
*15% of final grade = Exit Exam
APPENDIX 18

Early Warning Form

This form is available online at http://www.utm.edu/departments/socwork/forms.php
Early Warning Form

06/29/2016

Name: ___________________________ Phone: ___________________________

Agency: __________________________

Agency Address: __________________________

Agency Phone: __________________________ Agency Fax: __________________________

Field Instructor: __________________________ Title: __________________________

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

_________________________________________________________________________________

_________________________________________________________________________________

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

_________________________________________________________________________________

_________________________________________________________________________________

3. What resources do you need for help?

_________________________________________________________________________________

_________________________________________________________________________________

Review Date: __________________________

Student: __________________________

Field Instructor: __________________________
APPENDIX 19

Midterm Evaluation of Student Performance by Field Instructor

This form is available online at http://www.utm.edu/departments/socwork/forms.php
Social Work 490: Social Work Field Instruction
Midterm Evaluation of Student Performance by the Field Instructor/Supervisor

Student: ___________________________ Date: ___________________________

Agency Field Instructor/Supervisor: ___________________________
Contact Person: Pamela Luker
Agency Field Instructor/Supervisor: ___________________________
Contact Email: pluker@utm.edu

Email: ___________________________

Faculty Field Liaison: ___________________________

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 the practice behavior. Each proficiency level has a rating assigned using a scale of 0-4. 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. Any 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.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Suggested Grade: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>270-243 = A</td>
<td>Total Points: ____________________________</td>
</tr>
<tr>
<td>242-216 = B</td>
<td>(The total points will be automatically calculated for you)</td>
</tr>
<tr>
<td>215-189 = C</td>
<td></td>
</tr>
<tr>
<td>188-162 = D</td>
<td></td>
</tr>
<tr>
<td>below 162 = F</td>
<td></td>
</tr>
</tbody>
</table>

Print  Save  Next Page
**Scale:** 5=Always  4=Usually  3=Sometimes  2=Rarely  1=Never  0=Not

## I. Competency 1 – Demonstrate Ethical and Professional Behavior

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.

<table>
<thead>
<tr>
<th>Scale</th>
<th>O5</th>
<th>O4</th>
<th>O3</th>
<th>O2</th>
<th>O1</th>
<th>O0</th>
</tr>
</thead>
</table>

1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

<table>
<thead>
<tr>
<th>Scale</th>
<th>O5</th>
<th>O4</th>
<th>O3</th>
<th>O2</th>
<th>O1</th>
<th>O0</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Scale</th>
<th>O5</th>
<th>O4</th>
<th>O3</th>
<th>O2</th>
<th>O1</th>
<th>O0</th>
</tr>
</thead>
</table>

1.4 Use technology ethically and appropriately to facilitate practice outcomes.

<table>
<thead>
<tr>
<th>Scale</th>
<th>O5</th>
<th>O4</th>
<th>O3</th>
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<th>O1</th>
<th>O0</th>
</tr>
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</table>

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

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<thead>
<tr>
<th>Scale</th>
<th>O5</th>
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<th>O3</th>
<th>O2</th>
<th>O1</th>
<th>O0</th>
</tr>
</thead>
</table>

**Comments:**

**Competency 1 Points:**

## II. Competency 2 – Engage Diversity and Difference in Practice

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.

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<tr>
<th>Scale</th>
<th>O5</th>
<th>O4</th>
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<th>O0</th>
</tr>
</thead>
</table>

2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.

<table>
<thead>
<tr>
<th>Scale</th>
<th>O5</th>
<th>O4</th>
<th>O3</th>
<th>O2</th>
<th>O1</th>
<th>O0</th>
</tr>
</thead>
</table>

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

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<thead>
<tr>
<th>Scale</th>
<th>O5</th>
<th>O4</th>
<th>O3</th>
<th>O2</th>
<th>O1</th>
<th>O0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale:</td>
<td>5=Always</td>
<td>4=Usually</td>
<td>3=Sometimes</td>
<td>2=Rarely</td>
<td>1=Never</td>
<td>0=Not</td>
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</tbody>
</table>

Comments:

**Competency 2 Points:**

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

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

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<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
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Comments:

**Competency 3 Points:**

### IV. Competency 4 – Engage in Practice-informed Research and Research-informed Practice

4.1 Use practice evidence and theory to inform scientific inquiry and research.  

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<th></th>
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4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.  

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<tr>
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4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.  

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Comments:

**Competency 4 Points:**
### V. Competency 5 – Engage in Policy Practice

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<tr>
<td>5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
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<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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</table>

**Comments:**

**Competency 5 Points:**

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

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<tbody>
<tr>
<td>6.1 Apply knowledge of human behavior and the social environment, personal-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</table>

**Comments:**

**Competency 6 Points:**

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<thead>
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</thead>
<tbody>
<tr>
<td><strong>VII. Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities</strong></td>
</tr>
<tr>
<td>7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
</tr>
<tr>
<td>7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
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<tr>
<td><strong>Competency 7 Points:</strong></td>
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<th>Scale: 5=Always 4=Usually 3=Sometimes 2=Rarely 1=Never 0=Not</th>
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</thead>
<tbody>
<tr>
<td><strong>VIII. Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities</strong></td>
</tr>
<tr>
<td>8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
</tr>
<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>
</tr>
<tr>
<td>Scale: 5=Always  4=Usually  3=Sometimes  2=Rarely  1=Never  0=Not</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</td>
</tr>
<tr>
<td>8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</td>
</tr>
<tr>
<td>8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
</tr>
</tbody>
</table>

Comments:

Competency Points:  

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

| 9.1 Select and use appropriate methods for evaluation of outcomes. | 5  4  3  2  1  0 |
| 9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. | 5  4  3  2  1  0 |
| 9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes. | 5  4  3  2  1  0 |
| 9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. | 5  4  3  2  1  0 |

Comments:

Competency 9 Points:  

Total Competency Points:  

Previous Page  Save  Next Page
| Scale: 5=Always 4=Usually 3=Sometimes 2=Rarely 1=Never 0=Not | 
|---|---|---|---|---|---|---|
| **Additional Comments:** | 

**Program Special Emphasis -- Professionalism**

1. Demonstrates awareness of impact of self on others.  
   - Total Rating: [ ]

2. Demonstrates self-awareness in supervision sessions.  
   - Total Rating: [ ]

3. Participates in socialization and acculturation activities with agency professionals.  
   - Total Rating: [ ]

4. Demonstrates professional appearance and dress.  
   - Total Rating: [ ]

5. Keeps personal behavior appropriate for the workplace.  
   - Total Rating: [ ]

6. Utilizes field instruction time effectively.  
   - Total Rating: [ ]

7. Utilizes schedule appropriately.  
   - Total Rating: [ ]

8. Punctual and informs field instructor of absences.  
   - Total Rating: [ ]

9. Demonstrates appropriate differential communication skills with agency clients.  
   - Total Rating: [ ]

10. Demonstrates appropriate written communication skills in required documentation.  
    - Total Rating: [ ]

11. Elicits and receives feedback in a non-defensive manner.  
    - Total Rating: [ ]
<table>
<thead>
<tr>
<th>Scale: 5=Always 4=Usually 3=Sometimes 2=Rarely 1=Never 0=Not</th>
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</thead>
<tbody>
<tr>
<td>12. Utilizes correct grammar in written and oral communication.</td>
</tr>
<tr>
<td>13. Demonstrates effective tone, cadence, expression, and word choice in communication with clients.</td>
</tr>
<tr>
<td>14. Demonstrates effective tone, cadence, expression, and word choice in communication with colleagues.</td>
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<td>16. Demonstrates a respect for and adherence to confidentiality.</td>
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<td>17. Demonstrates commitment to and utilization of social work values.</td>
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<td>18. Demonstrates respect for clients' right to self-determination.</td>
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<td>19. Demonstrates knowledge of agency policies and procedures.</td>
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<td>20. Effectively present client information in agency staffing, conference, or other agency meeting.</td>
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<td>21. Demonstrates ability to properly complete agency paperwork.</td>
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<td>22. Demonstrates appropriate roles and boundaries with agency staff, Field Instructor, and administration.</td>
</tr>
<tr>
<td>23. Recognizes the social and economic issues for rural clients.</td>
</tr>
</tbody>
</table>

Please print a copy of this evaluation for your records.
APPENDIX 20

Final Evaluation of Student Performance by Field Instructor

This form is available online at http://www.utm.edu/departments/socwork/forms.php
Social Work 490: Social Work Field Instruction Evaluation of Student Performance by the Field Instructor/Supervisor

Student: ___________________________ Date: ___________________________

Agency Field Instructor/Supervisor: ___________________________ Contact Person: ___________________________

Agency Field Instructor/Supervisor Email: ___________________________

Faculty Field Liaison: ___________________________ 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 the practice behavior. Each proficiency level has a rating assigned using a scale of 0-4. 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>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>270-243</td>
<td>A</td>
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<tr>
<td>242-216</td>
<td>B</td>
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<tr>
<td>215-189</td>
<td>C</td>
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<td>188-162</td>
<td>D</td>
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<td>below 162</td>
<td>F</td>
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</tbody>
</table>

Suggested Grade: ___________________________

Total Points: ___________________________

(The total points will be automatically calculated for you)
**Scale:** 5 = Always  4 = Usually  3 = Sometimes  2 = Rarely  1 = Never

## I. Competency 1 – Demonstrate Ethical and Professional Behavior

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.  

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<th>O1</th>
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1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.  

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

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<th>O4</th>
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1.4 Use technology ethically and appropriately to facilitate practice outcomes.  

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

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Comments:  

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**Competency 1 Points:**

## II. Competency 2 – Engage Diversity and Difference in Practice

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.  

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2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.  

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

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<tr>
<td>Scale:</td>
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<td>4=Usually</td>
<td>3=Sometimes</td>
<td>2=Rarely</td>
<td>1=Never</td>
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**III. Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice**

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

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

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**Competency 3 Points:**

**IV. Competency 4 – Engage in Practice-informed Research and Research-informed Practice**

4.1 Use practical experience and theory to inform scientific inquiry and research.

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

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

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**Comments:**

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**Competency 4 Points:**

**Competency 2 Points:**

**Competency 3 Points:**

**Competency 4 Points:**
### V. Competency 5 – Engage in Policy Practice

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.  
- 5 = Always  
- 4 = Usually  
- 3 = Sometimes  
- 2 = Rarely  
- 1 = Never

5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.  
- 5 = Always  
- 4 = Usually  
- 3 = Sometimes  
- 2 = Rarely  
- 1 = Never

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.  
- 5 = Always  
- 4 = Usually  
- 3 = Sometimes  
- 2 = Rarely  
- 1 = Never

**Comments:**

**Competency 5 Points:**

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

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.  
- 5 = Always  
- 4 = Usually  
- 3 = Sometimes  
- 2 = Rarely  
- 1 = Never

6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.  
- 5 = Always  
- 4 = Usually  
- 3 = Sometimes  
- 2 = Rarely  
- 1 = Never

**Comments:**

**Competency 6 Points:**

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

7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.  
- 5 = Always  
- 4 = Usually  
- 3 = Sometimes  
- 2 = Rarely  
- 1 = Never
### Scale: 5=Always 4=Usually 3=Sometimes 2=Rarely 1=Never

| 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. | 5 | 4 | 3 | 2 | 1 |
| 7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. | 5 | 4 | 3 | 2 | 1 |
| 7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | 5 | 4 | 3 | 2 | 1 |

**Comments:**

<table>
<thead>
<tr>
<th>Competency 7 Points:</th>
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</table>

### VIII. Competency 8 – Interventions with Individuals, Families, Groups, Organizations, and Communities

| 8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. | 5 | 4 | 3 | 2 | 1 |
| 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. | 5 | 4 | 3 | 2 | 1 |
| 8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. | 5 | 4 | 3 | 2 | 1 |
| 8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. | 5 | 4 | 3 | 2 | 1 |
| 8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals. | 5 | 4 | 3 | 2 | 1 |
### IX. Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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</tbody>
</table>

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.

9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Comments:**

**Competency 9 Points:**
<table>
<thead>
<tr>
<th>Scale: 5=Always  4=Usually  3=Sometimes  2=Rarely  1=Never</th>
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</thead>
<tbody>
<tr>
<td><strong>Program Special Emphasis -- Professionalism</strong></td>
</tr>
<tr>
<td>PSE Total Rating:</td>
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<tr>
<td>1. Demonstrates awareness of impact of self on others.</td>
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<td>O 5 O 4 O 3 O 2 O 1</td>
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<tr>
<td>2. Demonstrates self-awareness in supervisory sessions.</td>
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<td>O 5 O 4 O 3 O 2 O 1</td>
</tr>
<tr>
<td>4. Demonstrates professional appearance and dress.</td>
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<td>O 5 O 4 O 3 O 2 O 1</td>
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<tr>
<td>5. Keeps personal issues (drama) out of the workplace.</td>
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<td>O 5 O 4 O 3 O 2 O 1</td>
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<tr>
<td>6. Utilizes field instruction time effectively.</td>
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<td>O 5 O 4 O 3 O 2 O 1</td>
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<tr>
<td>7. Utilizes schedule appropriately.</td>
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<td>15. Demonstrates ability to keep personal information, values, etc., from clients.</td>
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<td>23. Recognize the social and economic issues of rural clients.</td>
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</tbody>
</table>

Please print a copy of this evaluation for your records.
APPENDIX 21

Evaluation of Student Performance by the Student

This form is available online at http://www.utm.edu/departments/socwork/forms.php
Social Work 490: Social Work Field Instruction
Evaluation of Self by the Student

Student: ____________________________ Date: 08/08/2017

Agency Field Instructor/Supervisor: ____________________________ Contact Person: Pamela Luker

Agency Field Instructor/Supervisor Email: ____________________________

Faculty Field Liaison: ____________________________

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 0-4. 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.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SUGGESTED GRADE</th>
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<tr>
<td>270-243</td>
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<td>188-162</td>
<td>D</td>
</tr>
<tr>
<td>below 162</td>
<td>F</td>
</tr>
</tbody>
</table>

Suggested Grade: ____________________________

Total Points: ____________________________
(The total points will be automatically calculated for you)
### I. Competency 1 – Demonstrate Ethical and Professional Behavior

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.

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

**Comments:**

**Competency 1 Points:**

### II. Competency 2 – Engage Diversity and Difference in Practice

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.

2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
### III. Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice

3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.  
- 5 4 3 2 1

3.2 Engage in practices that advance social, economic, and environmental justice.  
- 5 4 3 2 1

### IV. Competency 4 – Engage in Practice-informed Research and Research-informed Practice

4.1 Use practical experience and theory to inform scientific inquiry and research.  
- 5 4 3 2 1

4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.  
- 5 4 3 2 1

4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.  
- 5 4 3 2 1
### V. Competency 5 – Engage in Policy Practice

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.  O 5  O 4  O 3  O 2  O 1

5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.  O 5  O 4  O 3  O 2  O 1

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.  O 5  O 4  O 3  O 2  O 1

Comments:

Competency 5 Points:

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

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.  O 5  O 4  O 3  O 2  O 1

6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.  O 5  O 4  O 3  O 2  O 1

Comments:

Competency 6 Points:

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

7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.  O 5  O 4  O 3  O 2  O 1
<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>
</tr>
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<tbody>
<tr>
<td>7.2</td>
<td>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.</td>
<td>O 5</td>
<td>O 4</td>
<td>O 3</td>
<td>O 2</td>
</tr>
<tr>
<td>7.3</td>
<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
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<td>O 4</td>
<td>O 3</td>
<td>O 2</td>
</tr>
<tr>
<td>7.4</td>
<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
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<td>O 4</td>
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<tr>
<td>Comments:</td>
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</tbody>
</table>

VIII. Competency 8 – Interventions with Individuals, Families, Groups, Organizations, and Communities

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. | O 5 | O 4 | O 3 | O 2 | O 1 |
| 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. | O 5 | O 4 | O 3 | O 2 | O 1 |
| 8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. | O 5 | O 4 | O 3 | O 2 | O 1 |
| 8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. | O 5 | O 4 | O 3 | O 2 | O 1 |
| 8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals. | O 5 | O 4 | O 3 | O 2 | O 1 |
### IX. Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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<tbody>
<tr>
<td>9.1</td>
<td>Select and use appropriate methods for evaluation of outcomes.</td>
<td>O 5</td>
<td>O 4</td>
<td>O 3</td>
</tr>
<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>
<td>O 5</td>
<td>O 4</td>
<td>O 3</td>
</tr>
<tr>
<td>9.3</td>
<td>Critically analyze, monitor, and evaluate prevention and program processes and outcomes.</td>
<td>O 5</td>
<td>O 4</td>
<td>O 3</td>
</tr>
<tr>
<td>9.4</td>
<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
<td>O 5</td>
<td>O 4</td>
<td>O 3</td>
</tr>
</tbody>
</table>

**Comments:**

**Competency 9 Points:**

**Additional Comments:**
<table>
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<tr>
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<th>Program Special Emphasis -- Professionalism</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrates awareness of impact of self on others.</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrates self-awareness in supervisory sessions.</td>
</tr>
<tr>
<td>3.</td>
<td>Participates in socialization and acculturation activities with agency professionals.</td>
</tr>
<tr>
<td>4.</td>
<td>Demonstrates professional appearance and dress.</td>
</tr>
<tr>
<td>5.</td>
<td>Keeps personal issues (drama) out of the workplace.</td>
</tr>
<tr>
<td>6.</td>
<td>Utilizes field instruction time effectively.</td>
</tr>
<tr>
<td>7.</td>
<td>Utilizes schedule appropriately.</td>
</tr>
<tr>
<td>8.</td>
<td>Punctual and informs field instructor of absences.</td>
</tr>
<tr>
<td>9.</td>
<td>Demonstrates appropriate differential communication skills with agency clients.</td>
</tr>
<tr>
<td>10.</td>
<td>Demonstrates appropriate written communication skills in required documentation.</td>
</tr>
<tr>
<td>11.</td>
<td>Elicits and receives feedback in a non-defensive manner.</td>
</tr>
<tr>
<td>12.</td>
<td>Utilizes correct grammar in written and oral communication.</td>
</tr>
<tr>
<td>13.</td>
<td>Demonstrates effective tone, cadence, expression, and word choice in communication with clients.</td>
</tr>
<tr>
<td>14.</td>
<td>Demonstrates effective tone, cadence, expression, and word choice in communication with colleagues.</td>
</tr>
<tr>
<td>15.</td>
<td>Demonstrates ability to keep personal information, values, etc., from clients.</td>
</tr>
</tbody>
</table>

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

**PSE Total Rating:** [ ]
<p>| | | | | |</p>
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<tbody>
<tr>
<td>16. Demonstrates a respect for and adherence to confidentiality.</td>
<td>O5</td>
<td>O4</td>
<td>O3</td>
<td>O2</td>
</tr>
<tr>
<td>17. Demonstrates commitment to and utilization of social work values.</td>
<td>O5</td>
<td>O4</td>
<td>O3</td>
<td>O2</td>
</tr>
<tr>
<td>18. Demonstrates respect for clients’ right to self-determination.</td>
<td>O5</td>
<td>O4</td>
<td>O3</td>
<td>O2</td>
</tr>
<tr>
<td>19. Demonstrates knowledge of agency policies and procedures.</td>
<td>O5</td>
<td>O4</td>
<td>O3</td>
<td>O2</td>
</tr>
<tr>
<td>20. Effectively present client information in agency staffing, conference, or other agency meeting.</td>
<td>O5</td>
<td>O4</td>
<td>O3</td>
<td>O2</td>
</tr>
<tr>
<td>21. Demonstrates ability to properly completes agency paperwork.</td>
<td>O5</td>
<td>O4</td>
<td>O3</td>
<td>O2</td>
</tr>
<tr>
<td>22. Demonstrates appropriate roles and boundaries with agency staff, Field Instructor, and administration.</td>
<td>O5</td>
<td>O4</td>
<td>O3</td>
<td>O2</td>
</tr>
<tr>
<td>23. Recognize the social and economic issues of rural clients.</td>
<td>O5</td>
<td>O4</td>
<td>O3</td>
<td>O2</td>
</tr>
</tbody>
</table>

Please print a copy of this evaluation for your records.
APPENDIX 22

Evaluation of Student Performance by the Field Liaison

This form is available online at http://www.utm.edu/departments/socwork/forms.php
Social Work 490: Social Work Field Instruction
Evaluation of Student Performance by the Field Liaison

Student: ___________________ Date: ____________
Agency Field Instructor/Supervisor: ___________________ Contact Person: Pamela Luker
Agency Field Instructor/Supervisor Email: ___________________ Contact Email: pluker@utm.edu
Faculty Field Liaison: ___________________
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 the practice behavior. Each proficiency level has a rating assigned using a scale of 0-3. 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>
</tr>
</thead>
<tbody>
<tr>
<td>270-243</td>
<td>A</td>
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<td>242-216</td>
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<td>below 162</td>
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</table>

Suggested Grade: ___________________

Total Points: ___________________
(The total points will be automatically calculated for you)
**Scale: 5=Always  4=Usually  3=Sometimes  2=Rarely  1=Never**

### I. Competency 1 – Demonstrate Ethical and Professional Behavior

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.  

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1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.  

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

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1.4 Use technology ethically and appropriately to facilitate practice outcomes.  

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

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**Comments:**

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### II. Competency 2 – Engage Diversity and Difference in Practice

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.  

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2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.  

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

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</table>
### III. Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice

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

<table>
<thead>
<tr>
<th>Scale</th>
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**Comments:**

**Competency 3 Points:**

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

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<tr>
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**Comments:**

**Competency 3 Points:**

### IV. Competency 4 – Engage in Practice-informed Research and Research-informed Practice

#### 4.1 Use practical experience and theory to inform scientific inquiry and research.

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<tr>
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**Comments:**

**Competency 4 Points:**

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

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<tr>
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**Comments:**

**Competency 4 Points:**

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

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

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:  

Competency 5 Points:  

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

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:  

Competency 6 Points:  

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

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

Previous Page  

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Next Page
<table>
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</tr>
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<td>4</td>
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</tr>
<tr>
<td>7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
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Comments:

Competency 7 Points:

<table>
<thead>
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<td>8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</td>
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<tr>
<td>8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
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<td>IX. Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
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<tr>
<td>---------------------------------------------------------------------------------------------------</td>
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<tr>
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</tbody>
</table>

Comments:

Competency 9 Points:
**Program Special Emphasis -- Professionalism**

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

**PSE Total Rating:**

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<th></th>
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<tr>
<td></td>
<td>2. Demonstrates self-awareness in supervisory sessions.</td>
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<td>4</td>
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</tr>
<tr>
<td></td>
<td>3. Participates in socialization and acculturation activities with agency professionals.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>4. Demonstrates professional appearance and dress.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5. Keeps personal issues (drama) out of the workplace.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>6. Utilizes field instruction time effectively.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>7. Utilizes schedule appropriately.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>8. Punctual and informs field instructor of absences.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>9. Demonstrates appropriate appreciation communication skills with agency clients.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>10. Demonstrates appropriate written communication skills in required documentation.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td></td>
<td>11. Elicits and receives feedback in a non-defensive manner.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td></td>
<td>12. Utilizes correct grammar in written and oral communication.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>13. Demonstrates effective tone, cadence, expression, and word choice in communication with clients.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>14. Demonstrates effective tone, cadence, expression, and word choice in communication with colleagues.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>15. Demonstrates ability to keep personal information, values, etc., from clientS.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Scale: 5=Always  4=Usually  3=Sometimes  2=Rarely  1=Never</td>
<td></td>
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<tr>
<td>16. Demonstrates a respect for and adherence to confidentiality.</td>
<td>0 5 0 4 0 3 0 2 0 1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>17. Demonstrates commitment to and utilization of social work values.</td>
<td>0 5 0 4 0 3 0 2 0 1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>18. Demonstrates respect for clients’ right to self-determination.</td>
<td>0 5 0 4 0 3 0 2 0 1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>19. Demonstrates knowledge of agency policies and procedures.</td>
<td>0 5 0 4 0 3 0 2 0 1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>20. Effectively present client information in agency staffing, conference, or other agency meeting.</td>
<td>0 5 0 4 0 3 0 2 0 1</td>
<td></td>
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<td></td>
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<tr>
<td>21. Demonstrates ability to properly completes agency paperwork.</td>
<td>0 5 0 4 0 3 0 2 0 1</td>
<td></td>
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</tr>
<tr>
<td>22. Demonstrates appropriate roles and boundaries with agency staff, Field Instructor, and administrators.</td>
<td>0 5 0 4 0 3 0 2 0 1</td>
<td></td>
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<tr>
<td>23. Recognize the social and economic issues for rural clients.</td>
<td>0 5 0 4 0 3 0 2 0 1</td>
<td></td>
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</tbody>
</table>
APPENDIX 23

Student Evaluation of Field Instructor

This form is available online at http://www.utm.edu/departments/socwork/forms.php
Student's Evaluation of the Field Instructor

Student: 

Date completed: 06/29/2016

Semester of Field Instruction:

Year of Instruction:

Name and Title of Field Instructor:

Agency:

Social Work Program:

Faculty Advisor:

Contact Person: Pamela Luker

Contact Email: pluker@utm.edu

Grade:

5 = Superior
4 = Good
3 = Average
2 = Fair
1 = Poor
1. General knowledge of social problems and social issues.  
2. Specific knowledge of social work practice.  
3. Ability to communicate effectively that which is expected in the performance of the job.  
4. Ability to formulate plans to maximize student learning in a specific setting.  
5. Ability to make sound, logical decision.  
6. Ability to recognize budding problems and deal with them effectively.  
7. Self-starting ability, ability to act promptly in matters relating to the work situation.  
8. Flexibility, ability to adjust and adapt to changes.  
9. Commitment to the goals and purposes of the organization or agency.  
10. Ability to promote communication between community agencies.  
11. Knowledge of community resources.  
12. Interest in professional self-improvement.  
13. Sensitivity to the learning needs of the student.  
14. Ability to listen.  
15. Self-awareness.  
17. Ability to teach.  
18. Enabling qualities which enhance the student’s performance.
19. Involvement in professional organizations, professional activities.  5  4  3  2  1
20. Leadership abilities.  5  4  3  2  1
21. Ability to cooperate and work effectively as a member of a team.  5  4  3  2  1
22. Overall quality of the Supervisor’s performance.  5  4  3  2  1
23. Ability to perform under stress.  5  4  3  2  1

Evaluation Total: 

Comments:
APPENDIX 24

Agency Evaluation of the Social Work Program

This form is available online at http://www.utm.edu/departments/socwork/forms.php
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 Advisor'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 input, make recommendations for Social Work Program improvement.

Comments:
APPENDIX 25
Social Work Program Evaluation of Agency

This form is available online at http://www.utm.edu/departments/socwork/forms.php
# SOCIAL WORK PROGRAM'S EVALUATION OF THE AGENCY

<table>
<thead>
<tr>
<th>Agency</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Name of Student Intern</th>
<th>Faculty Advisor</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester/Year of Field Instruction</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

5 = Superior  4 = Good  3 = Average  2 = Fair  1 = Poor

1. Provision for the student's general orientation to the agency.  
   5  4  3  2  1

2. Provision of appropriate work space for the student.  
   5  4  3  2  1

3. Quality of agency supervision to provide guidance and direction for the student.  
   5  4  3  2  1

4. Courtesy to, acceptance of the student by agency personnel.  
   5  4  3  2  1

5. Involvement of the student in agency related activities such as staff meetings, conferences.  
   5  4  3  2  1

6. Appropriateness of the work assignments to the student's learning needs.  
   5  4  3  2  1

7. Availability of agency administrative/supervisory staff for conferences with the student's faculty advisor.  
   5  4  3  2  1

8. Agency's identification with social work values, philosophy and ethics practice.  
   5  4  3  2  1

9. Student's accessibility to his/her assigned agency supervisor for individual conferences.  
   5  4  3  2  1

10. Opportunity for the student to have contact with other social service agencies in the community.  
    5  4  3  2  1

11. Opportunity for the student to become aware of forces within the agency's system which act upon (and may impede) the delivery of services.  
    5  4  3  2  1

Total  

Comments:

Submit
APPENDIX 26

Student in Academic Difficulty

This form is available online at http://www.utm.edu/departments/socwork/forms.php
Interview Guide for Student in Academic Difficulty

Name of Student: ____________________________

06/29/2016

Living arrangement: 
○ on campus  ○ off campus, locally  ○ commutes

Classification: 
○ Freshman  ○ Sophomore  ○ first semester  ○ second semester
○ Junior  ○ Senior

Number of hours taking this semester: ________

Current cumulative GPA: ________

Course name and number: ____________________

Factors contributing to your academic difficulties:

Goals you are willing to work toward for academic improvement:

Commitment of faculty support toward achievement of goals:

Signature of Course Instructor: ____________________________
APPENDIX 27
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>
<thead>
<tr>
<th>Score</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>28*-</td>
<td>1 point</td>
</tr>
<tr>
<td>31</td>
<td>2 points</td>
</tr>
<tr>
<td>34</td>
<td>3 points</td>
</tr>
<tr>
<td>38</td>
<td>4 points</td>
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</tbody>
</table>

**Capstone Score**

<table>
<thead>
<tr>
<th>Score</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>455*-</td>
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</tr>
<tr>
<td>505</td>
<td>2 points</td>
</tr>
<tr>
<td>553</td>
<td>3 points</td>
</tr>
<tr>
<td>601</td>
<td>4 points</td>
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</tbody>
</table>

**ACAT (Area Concentration Achievement Test)**

<table>
<thead>
<tr>
<th>Score</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>408*-</td>
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</tr>
<tr>
<td>507</td>
<td>2 points</td>
</tr>
<tr>
<td>606</td>
<td>3 points</td>
</tr>
<tr>
<td>703</td>
<td>4 points</td>
</tr>
</tbody>
</table>

**Field Experience Score**

<table>
<thead>
<tr>
<th>Score</th>
<th>Points</th>
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<tbody>
<tr>
<td>819*-</td>
<td>1 point</td>
</tr>
<tr>
<td>907</td>
<td>2 points</td>
</tr>
<tr>
<td>994</td>
<td>3 points</td>
</tr>
<tr>
<td>1082</td>
<td>4 points</td>
</tr>
</tbody>
</table>

**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.**