



## **SOCIAL WORK DEPARTMENT**

### **UTC-BSW PROGRAM**

### **STUDENT HANDBOOK & FIELD MANUAL**

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*This handbook is a guide for students. This is not a contract and does not supercede  
University and Trustee regulations.*

*This handbook may be changed at anytime by the Social Work Department.*

**ALL STUDENTS ARE EXPECTED TO SEEK ACADEMIC ADVISEMENT ON A  
REGULAR BASIS REGARDING HIS OR HER ACADEMIC PROGRESSION IN  
THE PROGRAM.**

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## Welcome from Faculty & Staff

Welcome to the UTC Social Work Program. You are entering an exciting profession with countless career possibilities. Social work is one of the fastest growing and diverse professions in the United States. The profession is unique, however, in its dedication to working and empowering people who are vulnerable, oppressed, or living in poverty. While social workers practice as lobbyists, administrators, and policymakers, they frequently choose to work directly with individuals, families, and groups.

The Bachelor of Social Work (BSW) degree prepares you for beginning professional generalist social work practice. A generalist approach requires that social workers have an extensive foundation of knowledge and skills to assess, analyze, plan, evaluate, and treat clients from diverse backgrounds in various settings and systems. This degree will enable you to work in many different settings such as health care, rehabilitation, criminal justice, schools, government agencies, mental health, child and adult protective services, counseling, and many others.

During your educational process, you will find that our entire faculty looks forward to helping you reach your goal of earning a Bachelor of Social Work degree. We do expect you to work diligently in your courses and in your field instruction. Please take the time to review the material contained in this *Student Handbook*. If you have any questions, I urge you to contact your educational advisor.

Again, welcome to our program. Our faculty members are excited about your participation, and we look forward to working with you during the coming semesters.

***Social Work Faculty and Staff***

## SECTION I: Overview

### PURPOSE OF HANDBOOK

The Social Work Department has developed this handbook to assist BSW students with developing a program of study which reflects their individual interests and professional aspirations. The *BSW Program Student Handbook* is a ready source of information regarding social work and the most common questions students have while in the program. ***It is designed to complement advising, not replace it. All current social work majors are required to meet with their assigned academic advisor on a regular basis.***

Students are encouraged to take advantage of the willingness of social work faculty to consult with them regarding educational matters. An ongoing relationship with an advisor among the social work faculty will prove invaluable as you work toward completion of University requirements.

This handbook does not replace the UTC *Undergraduate Catalog*. Students are reminded that they are responsible for referring to that catalog for official information regarding University requirements.

### UNIVERSITY OF TN AT CHATTANOOGA'S (UTC'S) NON-DISCRIMINATION STATEMENT

The University of Tennessee at Chattanooga does not discriminate on the basis of race, sex, color, religion, national origin, age, handicap, or veteran status in provision of educational opportunities or employment opportunities and benefits. The University does not discriminate on the basis of sex or handicap in the education programs and activities which it operates, pursuant to the requirements of Title IX of the Education Amendments of 1972, Pub. L. 92-318; and Section 504 of the Rehabilitation Act of 1973, Pub. L. 93-112; the Americans with Disabilities Act of 1990, Pub. L. 101-336, and the Age Discrimination in Employment Act of 1967, Pub. L. 90-202, respectively. This policy extends to both employment by and admission to the University. Inquiries concerning Title IX, Section 504, the Americans with Disabilities Act, or the Age Discrimination in Employment Act should be directed to the Office of the Director for Affirmative Action, 104 Founders Hall, (423) 425-4124. Charges of violation of the above policy should also be directed to the Office of the Director for Affirmative Action.

### CSWE ACCREDITATION

The BSW program is accredited with the Council on Social Work Education through 2022.

## **SECTION II: The Profession of Social Work**

### **ACCLTURATION TO THE SOCIAL WORK PROFESSION**

Many activities take place during the school year which offer opportunities for social work students to experience and feel a part of the social work profession. These activities include participation in the student social work club, professional meetings, lectures by visiting speakers, and visits to social agencies and institutions. Students are encouraged to participate in community activities and volunteer in local agencies.

Students are encouraged to become members of professional organizations such as the National Association of Social Workers, National Association of Black Social Workers, The North American Association of Christians in Social Work, and any other which may be of special interest.

### **PURPOSE OF THE SOCIAL WORK PROFESSION**

The *Educational Policy Statement* of the Council on Social Work Education (2015) describes the purpose of social work as follows:

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

### **WHAT IS THE BSW DEGREE?**

The UTC Social Work Department offers students a Bachelor of Social Work degree (a major in social work) as professional preparation for social work employment. On the undergraduate level, social work prepares students for beginning professional social work practice. Based on a broad liberal arts foundation, the major combines academic and experiential courses that prepare students for competent social work practice. Recognition is given by employers to students holding a BSW from an accredited CSWE program. Successful graduates of the BSW are also eligible for advanced standing graduate programs that offer students the opportunity to earn an MSW after one year of study.



## SECTION III: The BSW Program

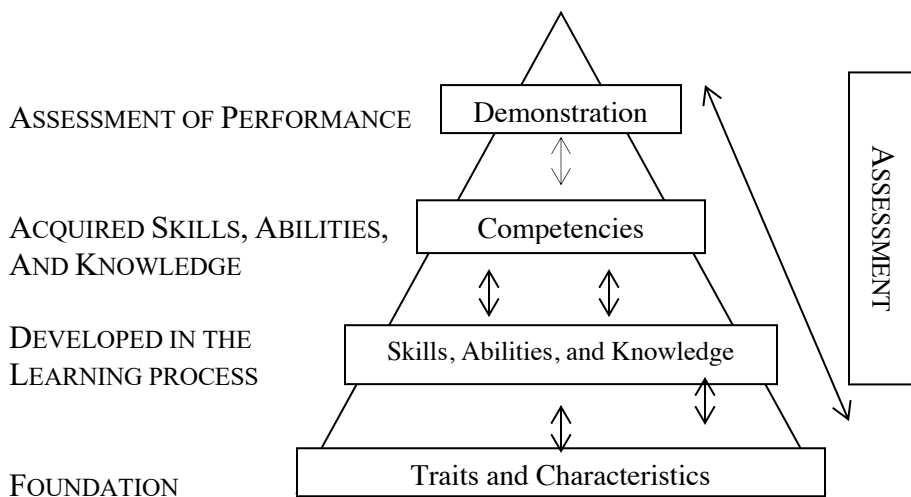
### PROGRAM DESIGN

The Social Work Program at the University of Tennessee at Chattanooga (UTC) is designed to utilize the strengths of the liberal arts perspective and an innovative, learner-centered/ability-based curriculum with enhanced cultural competence training for work with the largest diverse population groups in southeast Tennessee (African-American populations, urban populations, Hispanic populations, and older adults and their families). Furthermore, the UTC Social Work Program incorporates specialized training in child welfare knowledge and skills into the curriculum to address the personnel needs in the Tennessee Department of Children’s Services. Specifically, the focus is on generalist social work practice with emphases on strengths and systems perspectives in the context of local and global diversity.

The UTC BSW Program seeks to be at the forefront of innovative undergraduate social work programs through its integrated, ability-based curriculum, its integration of social work practitioners as mentors in the curriculum and field experiences, its high academic standards, its use of a learner-centered E-Portfolio, and its continuous program outcomes assessment process.

The curriculum is organized in a way that facilitates competency-based learning beginning with foundation social work and liberal arts content and developing into competencies and demonstrations as illustrated below. The organization is also consistent with the process of knowledge and skill development within the framework of Blooms Taxonomy.

Figure 1.1 A Conceptual Learning Model.





*Source:* U. S. Department of Education, 2001.

The *foundation* provides broad-based exposure to knowledge, skills, and diverse learning experiences which assist students with acquiring different levels and kinds of beginner skills, abilities, and knowledge. The second level, *skills, abilities, and knowledge* is developed through diverse learning experiences which include volunteer and other types of field experiences. The third level features *competencies* which are the result of integrative learning experiences in which skills, abilities, and knowledge interact and intersect to form learning bundles [emerging competencies]. Lastly, *demonstrations*, the highest level, are the results of applying these learning bundles [competencies] of skills, abilities, and knowledge.

## **LIBERAL ARTS PERSPECTIVE**

The liberal arts perspective develops in students a broad base of knowledge, methods of inquiry, and models of critical thinking across the humanities and the physical and behavioral sciences. It exposes and sensitizes students to the diversity of human cultures, their worth and dignity, and the biological, social, economic, and political factors that influence distinct and common paths of development among individuals, cultures and populations. The liberal arts perspective thus nurtures an appreciation for critical thinking and analysis, an appreciation for lifelong learning, and respect for the human dignity of all persons and cultures and their entitlement to self-determination. These premises and outcomes of liberal arts education are fundamental to the goals and the value and ethical bases of professional social work education and social work practice. The department's commitment to the liberal arts perspective reflects both its requirements for student admission to the BSW degree program and in the integration of the perspective in the BSW foundation curriculum.

## **COMPETENCY BASIS OF THE SOCIAL WORK CURRICULUM**

The BSW Program's competency-based curriculum complies with the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE) as revised in 2015 (see Appendix A, pg. 47-48). CSWE has delineated nine core competencies, listed below, that must be adequately addressed in all BSW and MSW curricula.

### **Nine Core Social Work Competencies Identified by CSWE**

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice

4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

CSWE defines “competency” as “a set of measurable behaviors that are comprised of knowledge, values, and skills” (CSWE, 2015, p. 6)<sup>1</sup>. The goal of competency-based social work education is to provide a curriculum that enables students to demonstrate the integration and application of these nine (9) core competencies in practice with individuals, families, groups, organizations, and communities. CSWE has operationalized these core competencies by identifying thirty-one (31) foundation behaviors, each of which is associated with a specific competency. See Appendix A (pgs. 47-38).

Each of the 9 core competencies and 31 practice behaviors is addressed in the UTC BSW curriculum, which prepares students for generalist social work practice. This curriculum also prepares students for advanced coursework in a Master of Social Work (MSW) program.

## **COURSE INSTRUCTION METHODS**

As a result of the competency-based curriculum, all of the social work courses utilize a combination of experiential and classroom learning through the use of extensive fieldwork, beginning in the junior year. The courses are designed to build on each other progressively in terms of content, knowledge, skills, and professional competence development. The curriculum is designed intentionally to demonstrate through the implementation of the course objectives and course learning activities, the progression of the student through the foundation curriculum. The Social Work Pre-Field Ability Seminars I/II and Senior Seminars are critical to this curriculum design as these courses are designed to provide a mechanism for the student to integrate the learning experiences from the various SOCW courses and connect these experiences the behaviors, competencies, and subsequent program goals. These seminars are designed to act as “checkpoints” through the curriculum to assess the degree of individual and collective student progress. These seminars provide the environment for students, outside of the

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<sup>1</sup> Council on Social Work Education. (2015). *Educational policy and accreditation standards*. Alexandria, VA: Author, p. 6.

classroom setting, to implement and refine their personal growth/development and self-assessment skills through feedback from peers and instructors via supervision and consultation.

Faculty use different instruction methods in order to assist students in learning and applying the knowledge, values, and skills needed for competent social work practice. Additionally, faculty incorporate assignments focused on personal and professional reflection which is essential to the development of critical thinking, lifelong learning, and professional identity. Students are assessed through a multidimensional, multimodal process which includes self-assessment, peer assessment, instructor assessment, and outside assessment from practicing social workers. This assessment feedback is applied using rubrics and narrative feedback. This assessment process is viewed as continuous in nature which allows students to receive and apply feedback throughout the curriculum.

## **PROGRAM MISSION STATEMENT**

The mission of the Baccalaureate Social Work (BSW) degree program at the University of Tennessee at Chattanooga (UTC) is to prepare students for competent, generalist evidence-based practice. As generalists, graduates will have a common body of social work knowledge and skills informed by the social work profession's core values and ethics as outlined in the NASW Code of Ethics that are globally transferable across diverse human service settings and population groups. The program is committed to mentoring and empowering students to engage in interprofessional practice experiences, scholarly research, and community service partnerships with the goal of enhancing the well-being of individuals, groups, and organizations from diverse cultural, social, and economic backgrounds, reflecting the UTC mission as an engaged metropolitan university.

## **PROGRAM GOALS**

*The UTC BSW program seeks to create a quality professional program:*

1. To prepare competent BSW professionals to practice ethical generalist social work by applying a range of social work theories and evidenced-based interventions with individuals, families, small groups, organizations and communities in various settings.
2. To prepare competent BSW professionals who respect and value local and global diversity and apply evidence-based culturally competent social work skills.
3. To prepare competent BSW professionals who apply innovative social change strategies which promote both social and economic justice.

4. To prepare competent BSW professionals through a learner-centered curriculum that provides opportunities for students to apply developing skills in a variety of learning environments; and
5. To prepare BSW students to succeed in the world of work by providing opportunities for students to connect with professionals in the community through a variety of activities.

#### **DEFINITION OF GENERALIST PRACTICE**

The UTC Social Work Program conceptualizes generalist practice as a model of social work practice comprised of a common body of knowledge, values, techniques, and intervention methods that are transferable across practice settings, diverse client populations, and human needs at all levels of practice including individuals, families, groups, organizations, communities, and society. Generalist practice is attentive to person, environment, and the interface between the two. It is grounded in a liberal arts foundation and is informed by practice theory and theories of human behavior consistent with the social work profession's values and ethics, respect for diversity, and a commitment to social and economic justice and empowerment.

#### **FIELD EDUCATION**

Field education, also called the “signature pedagogy”, is an integral component of the UTC BSW program and provides the opportunity for integrating and implementing the mission, goals, and curriculum of the program.

The purpose of the field experience at UTC is to provide the student with essential learning opportunities for the integration of academic learning and agency-based learning. The focus is on the students in their evolution from students to social work practitioners. Experiences in the field are carefully designed to complement, enhance, and interact with classroom learning experiences, both prior classes in the BSW Curriculum and concurrent classes which will strive to relate theory to agency-based applications.

The field settings are carefully selected to reinforce students' identification with the purposes, values, and ethics of the profession; to foster the integration of empirical and practice-based knowledge; and to promote the development of professional competence. All eligible students participate in the annual Field Fair during the spring semester of the junior year. During this experience, agency representatives come on campus to “interview” students for potential field placements. This experience provides a formalized process for students to prepare a resume, dress professionally, and complete a professional interviewing process.

Students complete 400 hours of field education. The Field Education Program admits students who have met the following criteria:

1. Social Work major in good standing with the program.
2. Cumulative GPA of 2.5; social work GPA of 2.50 or higher.
3. Completion of all required pre-requisite SOCW courses with a grade of “C” or higher with one exception. To enroll in Field Education I, SOCW 4120 and Integrative Seminar I, SOCW 4130, students must earn a “B” in SOCW 4080 Pre-Field Seminar II.
4. Completion of the Field Education Application process and participation in annual Field Fair.

Additional Field Education information is in Part 2 of this handbook in the Field Education Manual.

## **UTC BACCALAUREATE DEGREE REQUIREMENTS**

To receive a bachelor's degree from the University of Tennessee at Chattanooga, students must complete the requirements listed below. Some degree programs have additional requirements. Students should review the list of degree requirements with care in addition to additional requirements for the major(s) and minor(s) they wish to complete.

Completion of the bachelor's degree requires that students complete the following 12 requirements:

- 1. Complete all degree requirements (majors and minors) within the same valid catalog year and complete all major and related curriculum requirements outlined in the valid catalog year for the specific major(s).**

### **Major Requirements**

Students must complete the requirements specified by their major(s) including study in related areas as specified by the department, within a valid catalog year.

### **Foreign Language Requirement-**

For students completing a Bachelors of Art degree the completion of the second of one foreign language, or equivalent through placement is required. There is no foreign language requirement for the BSW degree.

Students pursuing a B.A. or B.S. degree, whose native language is not English, may test out of the language requirement by taking a proficiency test in one of the following languages: Chinese, French, German, Greek, Italian, Japanese, Latin, Portuguese, Russian or Spanish. Special arrangements must be made with the Department Head to determine if testing in other languages is possible.

### **Developmental Requirements**

Developmental courses completed at another institution to meet specific course prerequisites do not apply to the hours required for graduation, major requirements, general education requirements, or electives. The grades earned in these courses are not included in the calculation of the grade point average for graduation or honors.

### **Minor Requirements**

Students may complete an established minor requiring a minimum of 18 credit hours with at least 8 credit hours at the 3000/4000 level. Students must earn a GPA of 2.0 for courses attempted for any minor. Higher standards than these may be required for some minors. Specific requirements for minors are listed with the departmental offerings.

Students cannot major and minor within the same discipline. No more than 6 hours of credit in the major department (major subject code) may be applied to a minor.

Students receiving one minor in a given department may receive a second minor provided that the second minor includes at least 12 credit hours of course work not included in the first minor.

BSW students desiring to declare a minor must meet with their departmental advisor to develop a plan to integrate the BSW requirements and their minor requirements.

### **Deficiency Credit**

Deficiency credit does not increase the number of credit hours required for graduation. These credit hours may apply toward the major, minor, general education and required minimum degree credit hours. Deficiency credit hours and quality points count in the institutional and overall cumulative GPA.

### **Total Credit Hours**

A minimum of 120 credit hours is required for a bachelor's degree. Some degree programs require additional credit hours. Each description of major requirements lists the credit hours required.

### **Graduate Credit**

Courses taken for undergraduate credit cannot be applied toward a graduate degree.

2. **Complete all General Education Requirements as described in the valid Catalog year for the specific major(s).**

See the **General Education** chapter to view the University's requirements, or see **Certified General Education Courses** for a list of approved courses.



**3. Comply with the state law that one unit of American history at the high school level or 6 credit hours of collegiate work be satisfactorily completed.**

By act of the General Assembly of the State of Tennessee, students who have not had one year of American history in high school must complete six credit hours of American history if they receive an undergraduate degree after July 1, 1978. Three credit hours of this requirement may be satisfied by a university course in Tennessee history.

Credit hours completed at the university level to fulfill high school deficiencies may be used to meet specific curriculum requirements and count toward the total credit hours required for graduation.

**4. Complete at least 25 percent of the minimum credit hours under the direction of UTC faculty.**

**5. Complete 60 credit hours at an accredited senior (4-year) institution.**

Students who have attended a junior or community college must complete at least 60 credit hours at a four-year college or university with the last 24 credit hours completed at UTC.

**6. Complete the last 24 credit hours at UTC.**

The last 24 credit hours must be completed at UTC. With prior approval by the Department Head of the student's major department, one course completed at other University of Tennessee campus may be counted as part of the last 24 credit hours.

**Limitations on Prior Learning Assessment Credit**

Students may earn no more than 60 semester hours of prior learning assessment. Student may earn no more than 24 semester hours of prior learning assessment for each of the following: Advanced Placement, CLEP, Correspondence and Extension Credit, DANTES, IB, Credit by Special Examination, Military Service Credit, Practical Training. Prior learning assessment is not accepted as transfer work.

Normally, prior learning assessment will not apply toward the last 24 hours of residency. However, students who have completed their previous 24 hours of traditional coursework at UTC and earn Practical Training credit or credit for the NCLEX in the Gateway Program in their final semester need not petition for an exception to the final 24-hour residency requirement.

Except for credit by special examination, credit earned by these non-traditional means is elective. Exceptions to this principle occur only with the written

approval of the respective departments, indicating specifically the amount and type of credit to be applied to a major degree program.

An exception to this policy is granted to students transferring to UTC with an Associate of Science or Associate of Arts degree from a Tennessee Board of Regents (TBR) school. These students will receive transfer credit for prior learning assessment credit awarded as part of their Associate of Science or Associate of Arts degree.

### **Pre-professional and Combined Program Residency Requirements**

Students in combined or pre-professional programs must complete the last 24 credit hours of undergraduate study at The University of Tennessee at Chattanooga before entering the professional or combined program. Students can only transfer credit hours from the professional program to fulfill the degree; other transfer coursework will require a petition for an exception to the last 24 credit hour residency requirement.

7. **Complete at least 39 credit hours at the 3000-4000 level.**  
Students must complete at least 39 credit hours at the 3000-4000 level unless otherwise specified by the major.
8. **Complete a minimum of 12 credit hours at the 3000-4000 level in the UTC major department(s) or program(s) offering the degree.**
9. **Earn a minimum of a 2.0 institutional cumulative GPA unless otherwise specified by the major, a minimum 2.0 GPA overall, and a minimum 2.0 GPA in all required major and related courses (including specified General Education courses) unless otherwise specified.**
10. **Complete senior exit exam(s).**  
Students must participate in evaluative procedures, which may include examinations in general education, the major field of study, or both.
11. **File an application for degree with the Records Office.**  
Students are responsible for applying for graduation with the Records Office according to the published deadlines. Students who neglect to file an application by the published deadline must apply for the subsequent graduation ceremony. Students are eligible to participate in graduation ceremonies upon completion of all requirements for the degree. Students with extenuating circumstances may appeal in writing to the University Registrar for special permission to participate

in graduation ceremonies without having fulfilled all requirements for the degree. Students participating in the graduation ceremonies will not receive the degree until they have fulfilled all degree requirements. Students receiving degrees in August may walk in May or December. Refer to the Graduation Participation Guidelines:

<http://www.utc.edu/records/graduation-information/index.php>

The Records Office staff certifies students as eligible for graduation.

Once the degree has been conferred, the student's academic record, including grades for courses within the degree, cannot be changed.

**12. Satisfy all financial obligations to the University.**

In accordance with State law, the University will not release official transcripts or diplomas to students who have financial obligations to the University.

**PRE-SOCIAL WORK MAJOR**

Freshman and sophomore students who have declared Social Work as a major must complete general education requirements set forth by the university and the Social Work program. The required pre-social work courses are identified below. Application submission and formal acceptance to the Social Work Program at UTC typically takes place during the second semester of the sophomore year. Dual enrollment, Advanced Placement or transfer credits may alter the application schedule for some students.

**ADMISSION TO THE BSW MAJOR**

Students are admitted into the Social Work Program from more than one source, as an income freshman student, an external transfer student, or an internal transfer student. Students are accepted based on a competitive evaluation of their applications by the UTC Admissions Office and Social Work Faculty.

*Formal Admission to the BSW Program*

Upon admission to UTC, students are notified of their academic advisor and are encouraged to meet with her/him to discuss the criteria and procedures for formal admission to the BSW program. These criteria include:

- Complete the Application to the UTC Social Work Program available on the program website: <http://www.utc.edu/social-work/bsw-admission/index.php>
- Have a cumulative Grade Point Average (GPA) of 2.5 or higher on a 4.0-point scale.

- Have a social work major Grade Point Average (GPA) of 2.50 or higher on a 4.0 point scale in all pre-Social Work courses ([SOCW 1100](#), and [SOCW 2070](#) or [THSP 1090](#)).
- Earn a minimum grade of C in the following pre-social work courses: [SOCW 1100](#), [SOCW 2010](#) and [SOCW 2070](#).
- Complete the following cognate courses with a passing grade [POLC 1010](#), [PSY 1010](#), and [ANTH 1200](#) or [ECON 1010](#).

Students are accepted based on a competitive evaluation of their application by the UTC Social Work faculty. The BSW Application Review Committee is determined each year and generally consists of three social work faculty. A minimum of two reviews are required for each application. After satisfactory completion of the above requirements and a positive application review, the student will receive notification of the acceptance decision through the Radius application portal and/or from the Social Work program.

### **BSW Admission Application Process**

The formal application process for the UTC-BSW program must be completed prior to registering for upper-level BSW core curriculum classes. The application includes the following:

- Applicant is admitted to UTC and has a valid UTCID number
- Applicant meets the required minimum GPA and has completed the required pre-social work courses with the minimum grade requirement.
- Applicant provides the email address of two recommenders
- Applicants complete and submit a personal narrative that requires the components described below:
  - *Your motivation for pursuing a social work career.* Discuss significant factors influencing your decision to pursue a degree in Social Work (a) why you want to pursue professional social work education at the University of Tennessee at Chattanooga, (b) what your social service or social change interests are, and (c) what your personal career goals are.
  - *Your capacity for professional social work education:* Briefly summarize your strengths and/or limitations, including emotional or social, which might enhance or limit your study.
  - *Social problem analytical essay.* Briefly describe a major social problem of great concern to you. Discuss (a) key societal and other factors that contribute to the problem, (b) plausible strategies to solve the problem, (c) any challenges or ethical dilemmas that might arise when trying to solve the problem, and (d) if relevant, personal or professional experiences that have contributed to your understanding of the problem.

The Program Director will review and consider the review ratings and comments when making the decision to accept the applicant to the program. The decisions for admission to the program are either:

- a. Admitted- The applicant meets the admission requirements and has received a favorable from the review committee
- b. Conditional Admission- The applicant meets most of the admission criteria and it is conditionally admitted, giving them the opportunity to demonstrate their ability to master upper-level social work coursework within the first semester of the program.
- c. Defer- Additional information is needed from the applicant before a final decision is made
- d. Deny- The applicant does not meet the minimum admission requirements and does not receive a favorable review from the committee

#### Reapplication

In the event a student is denied admission to the program upon, she/he may reapply the following year provided all admission requirements have been met.

### **BSW DEGREE REQUIREMENTS**

In addition to meeting the University's degree requirements for the baccalaureate degree, to graduate with a major in Social Work, a student must be formally admitted to the Social Work major. To complete a social work baccalaureate degree, a student must complete following Program Requirements:

#### ***Program Requirements***

- **ANTH 1200 - Cultural Anthropology # or**
- **ECON 1010 - Principles of Economics: Macroeconomics**
- **Natural Science (Lab)**
- **Natural Science (Non-Lab) #**
- **PSY 1010 - Introduction to Psychology #**
- **POLS 1010 - American Government**
- **Behavioral Sciences (Recommended: SOCW 2050 Intro to Social Policy) #**
- **One approved statistics course #**
- **SOCW 1100 - Introduction to the Social Work Experience**
- **SOCW 2070 - Interviewing Skills or THSP 1090 Public Speaking**
- **SOCW 3060 - Social Work Practice with Individuals & Families**
- **SOCW 3070 - Social Work Practice with Groups**
- **SOCW 3080 – Pre-Field Seminar I**
- **SOCW 3120 - Human Behavior and the Social Environment I**
- **SOCW 3330 – Diversity & Cultural Competence**
- **SOCW 3420 - Human Behavior and the Social Environment II**
- **SOCW 3760 - Introduction to Applied Research and Professional Writing**

- **SOCW 4070 - Social Work Practice with Communities & Organizations**
- **SOCW 4080 – Pre-field Seminar II**
- **SOCW 4100 - Social Work Policy and Practice**
- **SOCW 4120 - Field Education I**
- **SOCW 4130 - Integrative Field Seminar I**
- **SOCW 4170 - Applied Research**
- **SOCW 4410 - Integrative Field Seminar II**
- **SOCW 4420 - Field Education II**
- **SOCW 4760 - Data Analysis**
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**Three Courses from the following Upper Division Social Work Electives**

- **SOCW 3300 Mental Health Perspectives**
- **SOCW 3400 Health Care & Social Work Policy**
- **SOCW 3230 Child Welfare I**
- **SOCW 4230 Child Welfare II**
- **SOCW 4600 Social Work Practices & Older Adults**
- **SOCW 4500 Crisis Intervention & Trauma Skills**
- **SOCW 4350 School Social Work & Law**

***Additional Information and Notes***

- **Transfer Credits**
  - UTC and the BSW Program welcomes students who wish to continue their education at UTC. Students transferring to UTC will receive credit for college-level work they have completed at other institutions.
  - UTC has a self-service transfer site that students can use to determine how classes will transfer to UTC and apply to the student’s selected degree. The UTC Transfer Equivalency chart is used to determine course equivalency with UTC courses.
  - The Office of the Registrar determines the status transfer credits for general education courses. If a student wishes to submit a petition for a general education course from another institution to count for a general education course at UTC, they are required to submit a petition to the Office of the Registrar.
  - The Tennessee Transfer Pathway (TTP) allows students who have earned an associate’s degree to seamlessly transfer to UTC from any public Tennessee university. Some Tennessee private institutions participate in the TTP as well.
  - The BSW Program Director or social work faculty determines if social work courses taken at another institution are equivalent to a required social work course at UTC.

- If it appears that a course taken at another institution is equivalent to a required BSW course at UTC, the student is asked to provide the course catalog description of the course and/or the course syllabus.
  - If it is determined that the courses are equivalent, a petition is submitted for approval by the BSW Program Director.
- The BSW program does not grant course credit for life or previous work experience.
  - For Social Work majors who participate in the Tennessee Child Welfare Stipend and Certification Program, Social Work 3230 and 4230 are required courses. A separate application to the State Tennessee Department of Children Services is required for this program.
  - For Social Work majors wishing to obtain the School Social Work license, SOCW 4350 is required in addition to the completed BSW degree. A separate application packet submitted to the Department of Education is required to obtain the license.
  - 2.5 GPA in all required major and related courses (including specified General Education courses) with no grade lower than C.
  - Minimum of 39 hours of 3000 and 4000 level required and elective courses are required for the BSW degree.
  - A minimum of 120 hours is required for a bachelors degree from UTC.

See **Degree and Graduation Requirements** for additional requirements.

\*Also satisfies requirement in the major.

\*Also satisfies general education requirement.

## ADVISEMENT

Every student in the BSW program has a faculty advisor. Students are assigned an advisor based on their last name. Freshman students majoring in social work are advised by the UTC Center for Advisement. Usually in the sophomore year, social work majors are assigned an academic advisor in the Social Work department. Students meet with their academic advisor as part of registering for class each semester. The advisor helps the students select courses as needed to satisfy the requirements for the BSW degree. Once the student has met with his/her advisor, the advising hold is released, and the student is able to register for classes. Students must meet with their advisors as they will not release advising holds requested via email. will not release advising holds requested via email.

1. Assisting students in assessing their aptitude and motivation for a career in social work.

2. Providing academic guidance in choosing courses.
3. Model social work values and professionalism.
4. Empowering students to make academic and professional choices consistent with social work values and concerns.
5. Providing a regular review of the student's educational performance.
6. Being available to discuss personal/academic concerns of students and to broker linkages between students and needed services.
7. Providing an arena where students may explore field options for the purpose of finding the best educational opportunity - career goal fit.
8. Assisting students in their efforts to obtain employment upon graduation.
9. Providing information about graduate school opportunities and assisting students interested in pursuing this option.

In addition to the goals mentioned above, the following advising procedures will be followed to ensure that all social work majors receive academic advising.

**Procedures:**

- 1) *Incoming first-year students* have an initial meeting with the BSW Program Director or social work faculty in the general advising session during the UTC summer freshman orientation.
  - a. Incoming freshmen are assigned an advisor in the Center for Academic Support and Advisement. Students are transferred to the department for advising in their sophomore year.
  - b. If an incoming freshman has accrued enough dual enrollment and/or advanced placement credits for them to be classified as a sophomore, their Center for Advisement advisor will refer them to the BSW Program director for advisement. There after the student would be advised by the assigned social work faculty advisor.
- 2) *Transfer students* have an initial advising session with the BSW Program Director or social work faculty in the general advising session during transfer orientation in the summer or fall semesters. They are assigned a social work department advisor according to their last name.
- 3) *Students changing their majors* are advised by the Center for advisement or the advisor in their previous major to contact the BSW Program Director for advisement. The BSW does the initial advising then the student is assigned to their department based on their last name.
- 4) Students typically follow the BSW Clear Path advising plan; however, this plan may need to be adjusted depending on the number of required BSW classes the student has successfully completed.
- 5) Students are offered both professional and academic advisement specifically related to Field Education in SOCW 4080, Pre-Field Seminar II. The Director of Field Education meets with students to orient them on the Field Education process including the application form (including the background check requirement), the professional performance standards, and the process for securing a field education placement interview.



## **Evaluating Student's Academic Performance**

Criteria for student evaluation is found in the syllabi of all courses. Students must maintain a 2.5 GPA overall and a 2.5 GPA in all social work classes in order to remain in the program. Evaluation tools used in the BSW program include written and oral examinations, group projects, classroom participation, research papers, book reviews and reflections essays. The Field Learning Agreement and the Observation of Practice evaluation are used to evaluate student performance in Field Education.

The Social Work Program follows the University Grading Policy for evaluating students; however, if students in the UTC-BSW program earn less than a C in a required core social work course, their progression in the program will be deterred and the student may be put on probation. Termination from the Social Work Program may follow if the student's GPA and grades in the SOCW classes have not improved at the end of one semester.

### **Grading Criteria**

- A** Superior performance in the course
- B** Commendable performance in the essentials of the course
- C** Acceptable performance in the essentials of the course
- D** Marginal performance below the acceptable standards of the university work
- S** Satisfactory/no credit basis. The hours are not computed in the grade point average.
- NC** Failure to complete the requirements in satisfactory/no credit courses. The attempted hours are not computed in the grade point average
- I** An interim grade given to a student whose work has been passing and for a valid reason failed to complete some requirements of the course. Removal of an Incomplete grade must be submitted by the instructor to the Office of the Registrar no later than three weeks before the last day of the classes in the next regular semester or the Incomplete grade will become an F. The incomplete grade will not be computed in the grade point average in the interim.
- IP** An interim grade for departmental honors courses (numbered 4995r) indicating work in progress. It must be removed by the end of the next regular semester, or the In-Progress grade becomes an F. The IP will not be computed in the grade point average in the interim and has a limitation of one year for removal.
- F** Unqualified failure and the necessity for repeating the course to obtain credit. Given the cohort, lock-step curriculum of the BSW program, a student earning an F, will have to wait until the next academic year to retake the course which will significantly interfere with their progression in the program.
- W** Official withdrawal from one or more courses after the first two weeks of classes and up to the last six weeks before final examinations. Comparable deadlines apply to each of the summer terms.

Additional information on the Grade Appeal process can be found in later sections of the BSW handbook.

## **Professional Performance Standards**

The goal of the UTC-BSW Program is to prepare students for the professional practice of Social Work. The Social Work Program is responsible for creating a learning environment that enables students to become effective generalist social work practitioners. The UTC-BSW Program is also responsible for determining whether students have demonstrated the required level of achievement – classroom performance, professional behavior, and ethical behavior – enough to interact positively with client systems. Progression is a means by which faculty ensure that each person who graduates with a BSW degree from UTC has adequate skills, knowledge, and judgment to assume the responsibilities of a professional social worker. Students are automatically advanced and should consider themselves advanced unless they are otherwise informed.

Progression of students from one semester to the next is contingent upon satisfactory academic and professional progress each semester.

*Students must maintain satisfactory progress towards meeting the following expectations:*

### **Academic Performance Expectations**

- BSW students are expected to maintain a 2.50 cumulative GPA and 2.50 GPA in required SW courses.
- BSW students must earn at least a “C” in all core social work courses except for Pre-Field Seminar I & II. Students must earn a “B” in these courses to proceed to the next course and/or Field Education I.

### **Student Conduct**

A major goal of this program is to prepare students to serve as professional social workers in the community setting. Faculty members bear the responsibility to determine if students have demonstrated academic competence, appropriate professional behaviors, and ethical behaviors that show the student’s ability to work with multiple client systems. Therefore, faculty have the responsibility to determine when students are not meeting the acceptable standards for academic, professional, and ethical conduct. When such behaviors or issues are identified, faculty will explore, when possible, actions to assist in the correction of the problems/issues noted. The following information is provided to clearly identify the expectations of all students in the UTC Social Work programs.

### **Honor Code**

Students in the Social Work program are held to the standards in the UTC Honor Code. Students will be subject to review, penalty, and possible dismissal from the program if the UTC Honor Code is violated. It is expected that all students in

the Social Work program have reviewed and are aware of the Honor Code Policy and what it entails as well as reviewing the Honor Code Pledge statement. Within this code are many definitions that students should be familiar with as they progress through the program. The Social Work program at UTC values academic integrity and will report students, as noted in the policy, for failure to uphold academic standards and the honor code. [UTC's Honor Code](#).

It is expected that all students in the Social Work program will follow and are subject to the university's code of conduct. Students are responsible for reviewing and be knowledgeable about what is expected from all students.

### **Professional Behavior Expectations**

While a student may be terminated from the program for academic reasons, students may also be terminated from the Social Work program if they fail to meet generally accepted standards of professional conduct, personal integrity, or lack sufficient emotional stability which results in impaired judgment or behavior requisite for professional practice. According to Bernak, Epp, & Keys (1999) impaired students show an inability to insightfully understand and resolve their own issues so that these issues do not interfere with the therapeutic process" (p. 21).

In assessing whether to suspend or terminate a student, the Social Work program considers academic and professional performance.

Students are expected to behave and perform in a way that demonstrates professional behavior fit for professional social work. It is expected that students will demonstrate the following standards:

**Accountability:** Accountability begins with attendance to the respective classes. It is expected that students are on-time to all scheduled class sessions. Students are expected to participate in the activities and assignments in each class comparable to the level of their peers. Work should be completed in a timely manner and follow the directions as given with the assignment/activities. Students should come to class prepared to engage with the content and be able to demonstrate having read and completed other related assignments.

**Respect:** All peers, instructors, field supervisors, clients at the respective agencies should always be treated with dignity and respect. Respectful behavior pauses to listen to others, provides feedback in a constructive manner, approaches conflict with peers or instructors with a cooperative approach. Respect always uses positive and non-judgmental language. Maintain respectful behaviors inside and outside the classroom. Inside the classroom, turn off any electronic devices that could disturb the classroom environment.

**Confidentiality:** The NASW Code of Ethics (1.07) outlines the guidelines for privacy and confidentiality. It is important that students review this code and practice its tenets within the classroom setting. Information shared in class should be treated as confidential information. Students are urged to exercise caution in sharing very personal information

in the classroom. Students should refrain from disclosing any personal or identifying information they have encountered in the field setting.

**Competence:** The NASW Code of Ethics includes competence as one of the six ethical principles that guides the social work professional. Social Workers are mandated by this code to practice within their areas of competence continue a practice of developing and enhancing their professional expertise. To demonstrate competence, students should work to apply themselves to fully engage in the academic experience, through completion of the readings, assignments, and meeting deadlines. Students should be working continuously to improve their abilities. To become fully competent as a professional, it is important that you work to assess yourself for any issues that might impact your ability to effectively work in the class or with clients.

**Integrity:** The NASW Code of Ethics highlights integrity as a core principle of the professional. Social workers are always expected to behave in a trustworthy manner. Students should always practice honesty with themselves, their peers, and their instructors. Students should work to improve their knowledge, skills, and abilities. Committing to submitting work that upholds the university's standard of academic integrity. Students should work to accept and integrate feedback given.

**Diversity:** Students will be given many opportunities, throughout the program, to develop an openness to new ideas, new people groups, new beliefs that may be unfamiliar to them. While learning these new concepts and exploring ideas can be uncomfortable at times, embracing diversity will be emphasized. In the classroom and in practice, it is expected that students will maintain speech that is free of racism, sexism, ageism, heterosexism, stereotyping, etc. It is expected that person first language is utilized. Students are expected to demonstrate a willingness to serve a diverse group of individuals, families, groups, and/or communities.

**Communication:** Student are expected to work to develop and improve both written and verbal skills. These skills are used in both the educational and the professional practice setting. Students should be able to demonstrate positive, constructive, respectful and professional communication skills with peers and instructors demonstrating assertive communication with peers and instructors as well as demonstrate writing skills that are commensurate with the level of education.

**Social Justice:** The NASW Code of Ethics lists Social Justice as a core value of the profession. Students should work to develop a commitment to social justice for all population at risk. Students will be given many opportunities in the Social Work program to learn about and to address issues of social justice and oppression as well as learn methods to address those injustices at all levels of social work practice.

## **CRITERIA FOR STUDENT PERFORMANCE EVALUATION AND REVIEW**

When issues of professionalism are detected, the Social Work program takes a proactive approach to assisting students to correct behavior quickly so as not to disrupt the educational experiences. When issues of professional performance are noted by a faculty member, agency-based field instructor, or an administrator has concerns about a student's professional performance, as it relates to the field education experiences, the student may be *suspended* from the field education site by the Field Agency Supervisor, the Program Director, or Field Education Director until the reported issue has been resolved. If the issue of professional performance has been noted by a faculty member about a student's professional performance, as it relates to class-based performance, the student will be notified. In either case, steps will be initiated to correct the behavior quickly so that the student can continue in the educational process as much as possible.

Students in the Social Work Program will be evaluated on a regular basis by faculty and field supervisors of the program. The Social Work department uses a Level Review process to address and monitor professional performance concerns. Additional details on the Level Review procedures are listed below. In addition to UTC Student Code of Conduct, the NASW Code of Ethics, and the professional behaviors mentioned above, a student's performance will be evaluated in the four general areas:

- Basic Skills Necessary to Acquire Professional Skills
- Emotional & Mental Abilities Necessary for Program Performance
- Professional Performance Necessary for Professional Practice
- Ethical Considerations

Situations below are examples of issues that may be addressed through the professional performance review:

1. Substance abuse
2. Plagiarizing in coursework or fieldwork
3. Pattern of classroom behavior that is disruptive or that undermines the work or morale of faculty and students.
4. Lying or cheating on academic or field assignments
5. Impaired performance in the classroom or field setting. Behaviors include, but are not limited to being actively suicidal, emotional instability, emotional/psychological disorders that interfere with one's ability to function at expected levels or are manifested in inappropriate behaviors, inability to focus or communicate, distortion in thought processes, or otherwise unable to develop appropriate work relationships in

the social work context. This is subject to student rights for disabilities as defined by FERPA and the ADA-AA.

6. Clearly illegal activities, conviction of a felony, false information on application, or lying about past illegal behavior or failure to disclose a felony conviction.
7. Inadequate interpersonal relationship skills necessary for social work practice, which includes the inability to form positive working relationships with faculty, peers, supervisors, and clients as demonstrated by ongoing conflict with faculty or peers, and results in the student's inability to work cooperatively on group projects with peers, cause disruptions in the classroom and/or the field settings.
8. Inadequate written or verbal communication skills, which impede the ability to communicate client information, practice concepts, and academic/theoretical ideas clearly in work with faculty, peers, supervisors, and clients.
9. Excessive absences from class, or field, which are considered predictive of poor professional performance. Please see syllabi for all courses to clarify the attendance policy.
10. Failure to pass a required course with a "C" or higher.
11. Termination from a practicum placement related to student performance or violation of the NASW Code of Ethics.
  - a. The first time a student is dismissed/terminated from a field practicum placement, they will be instructed to withdraw from field education and field seminar. A professional performance plan will be initiated by the field faculty to correct the behavior. Once the student has been able to demonstrate the behavior has been correct, they will be eligible to reapply for a field education placement the following semester.
  - b. The second time a student has been dismissed from field education due to their performance of violation of the NASW Code of Ethics, they will not be given the opportunity to secure another field education placement and will be terminated from the program.

## **Level Review Procedures**

A level review is initiated when student performance concerns are identified. There are three levels of review. The severity of the performance concern and the need for student support determine the level of review. Regardless of the level of the review, it may be necessary to consult with other members of the university (e.g. School of Professional Studies administration, Dean of Students Office, Office of Student Conduct, Disability Resource Center, Title IX).

### Level I Review

A Level I review includes performance concerns in which a student may need additional support or referral. Social Work faculty member identifies the performance concern then corresponds with the student about the concern with an email and/or meeting.

Examples of criteria that warrant a Level I review include but is not limited to:

- Attendance
- Expressed mental or emotional distress, stressful life events that may interfere with the capacity to meet the academic and/or field demands of the program or to perform in a professional environment.
- Inappropriate cell phone or computer use during instruction time that is distracting and interferes with the ability to meaningfully engage in class discussion or activities.

### Level I Process

1. The student will be notified, by e-mail, by the faculty member. The professional performance concerns will be outlined in the e-mail and the student will be invited to respond and/or meet to discuss the concern.
2. If the concern cannot be resolved via e-mail, a meeting will be scheduled and notes from the meeting will be recorded on the Remediation Plan form (Appendix C; pg. 48-50) to document the process and plans for success. Action steps will be noted for continued success in the program. The form will be signed by both the student and the faculty representative.
3. A follow-up will be scheduled as needed.

### Level II Review

A Level II review involves moderate performance or behavior concerns that interfere with a student's capacity to meet the academic and/or field education demands in the program. Behavioral concerns at this level are consistent with the UTC Standards of Conduct (UTC Honor Code Section 4).

Examples of criteria for Level II Review include but not limited to:

- The student has not resolved and continues to demonstrate a Level I performance concern
- Concerns about a student's well-being
- Concerns about a student's field readiness
- Concerns with a student's noncompliance with ethical standards as outlined in the NASW Code of Ethics
- Concerns about a student's professional behavior (e.g. demeanor,

- appearance, oral, written and electronic communication)
- Academic misconduct such as plagiarism, cheating or misrepresentation of information
- Repeated concerns about the student’s inability to apply instructor feedback

## Level II Process

1. The student will be notified, by e-mail, by the faculty member. The professional performance concerns will be outlined in the e-mail and the student will be invited to respond and meet to discuss the concern.
2. The faculty notifies the Program Director and other department faculty, if warranted. If the student’s behavior dictates further intervention, a referral will be made to the appropriate campus resource for support (e.g., School of Professional Studies administration, Dean of Students, Office of Student Conduct, Title IX, Disability Resource Center).
3. The student will be made aware of their rights to bring an advocate/advisor/observer to participate in any scheduled meeting; question the evidence; and offer a response to the concerns.
4. If it is determined that corrective action needs to be taken, the student will be informed, and a representative from the appropriate campus resource will be invited to the meeting(s), and the Professional Performance Form and Plan will be completed that outlines changes that need to be made and/or any actions to be taken within a specified timeframe. The form will be signed by both the faculty representative and the student.
5. Action steps outlining the required improvements in performance will be documented on the Professional Performance Form and Plan.
6. Monitoring and follow-up will be scheduled as needed.

## Level III Review

A Level III review is reserved for serious student performance and behavior problems or concerns and can involve dismissal from the program. Behavioral concerns at this level are consistent with the UTC Standards of Conduct (UTC Honor Code Section 4).

Examples of criteria that warrant a Level III review include but is not limited to:

- When performance deficits persist and have not been resolved in previous level reviews



- A student does not meet the criteria for satisfactory academic or field performance
- A student exhibits behavior that is hostile, intimidating or threatening in class, in any class related activities, inside or outside of the classroom, or in the field education setting.
- A student has been arrested and charged with a crime.
- Academic dishonesty such as lying, cheating, falsifying academic records, including information on the field education application.
- Violations of any university policy as outlined in the UTC Student Code of Conduct

### Level III Process

1. The student will be notified, by e-mail, by the faculty member. The professional performance concerns will be outlined in the e-mail and the student will be invited to respond and meet to discuss the concern.
2. Upon notification of a Level III concern, the Program Director or Director of Field Education gathers information about the performance concern.
3. If the student's behavior warrants further intervention and is an offense that meets the criteria for mandatory reporting, a report will be made to the office of Student Outreach and Support and/or the office of Student Conduct for further guidance or disposition. Students should be made aware of their rights to bring an advocate/advisor/observer to participate in the meeting; question the evidence; and offer a response to the allegations.
4. If it is determined that corrective action needs to be taken, the student will be informed, and a representative from the office of Student Outreach and Support will be invited to the meetings, and the Professional Performance Form and Plan will be completed that outlines changes that need to be made/or any action to be taken within a specified timeframe. The form will need to be signed by both the faculty representative and the student.
5. Information gathered and discussed at the Level III meeting will be used to determine one of two outcomes.
  - a. If it is determined that the student can continue in the program with conditions, the conditions and expectations will be clearly communicated to the student verbally and in writing. The Professional Performance form will be completed and include clear action steps for continuance in the program
  - b. Continuance in the program is contingent upon meeting the expectations and action steps in the Professional Performance Plan. Please note that a

student may be required to withdraw or delay enrollment in Field Education or coursework until conditions of the Professional Performance Plan have been met. Monitoring and follow-up are scheduled.

- c. Should it become necessary to dismiss the student from the program, the termination process as outlined below will be followed.

### **Process for Termination**

The Social Work Program honors its commitment to the profession and is obligated to evaluate student's readiness to enter the profession. Students may be terminated from the Social Work Program If a student in the BSW program fails to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice, they may be suspended, placed on probation by the university and may also be terminated from the Social Work Program for academic or behavioral reasons as outlined in the UTC Student Handbook located online at: <http://www.utc.edu/dean-students/student-handbook.php>

The BSW program will follow the steps outlined below when termination is recommended:

1. When it is determined that the student is not able to continue in the program, the Social Work Director along with the social work faculty member will reach a recommendation on the matter and report in writing the allegations, the concerns, the student's response to the allegations and concerns and their recommendation to the School of Professional Studies Department Head, and/or the Dean of the College of Health Education and Professional Studies.
2. The student will receive written notification of the recommendation for termination and informed that the UTC-BSW program will follow the steps for termination as outlined in the UTC Student Handbook. <http://www.utc.edu/dean-students/student-handbook.php>

The faculty of the UTC-BSW Program reserve the right to accelerate and adapt the process for serious, egregious situations, i.e., students actively intoxicated in class or UTC Social Work sponsored events, threats of violence to faculty, peers, clients, violations of client confidentiality, etc.

### **Students Rights & Responsibilities**

Students have the right to due process when appealing or grieving a Professional Performance Level Review decision and/or disciplinary action. Whenever a student feels that a Level Review decision does not accurately reflect their professional performance, the student has the right to file a grievance.

**Note:** If the Program Director is identified as the primary faculty noting the concern, a proxy will be appointed to direct the Professional Performance Process.

#### **DEAN OF STUDENTS OFFICE**

The Office of the Dean of Students is a campus resource that is available to provide support to students with a variety of concerns (i.e. financial troubles, academic trouble, and death in the family or other life hardships). In the instance of either of these circumstances, students are encouraged to seek the assistance and advocacy of the Dean of Students Office. Social Work faculty will work with students with extended due dates or receipt of an “I” grade when the faculty correspondence from the Dean of Students office. Otherwise, the attendance and late assignment penalties listed in the course syllabus will stand. If social work faculty members become aware of any of the above, or other personal life situations that are a hindrance to student’s academic progress, the faculty member will make a referral on the student’s behalf. A referral to the Dean of Students Office is not meant to be punitive, but to link students to resources that will aid in academic trajectory.

#### **READMISSION TO THE BSW PROGRAM**

There may be times when personal matters or challenges occur during a student’s time in the program which causes their degree progress to be disrupted. A student can voluntarily postpone degree completion at any time and for any reason. If the student wishes to be readmitted to the program at a later point, they should reach out to the BSW Program Director and discuss next steps. Generally, students will have to follow the standard application process again to re-enter the program. If concerns related to professional or academic performance are raised, a student’s readmission to the program may be delayed up to a semester. Students reentering the program are required to wait a semester before starting field education to proceed through the field education application process and/or assess the student’s readiness for Field Education. Additional details related to re-entry to Field Education are located in the Field Education manual section of the student handbook.

#### **LICENSURE/ CERTIFICATIONS**

SOCIAL WORK IS A PROFESSION WITH OPPORTUNITIES IN VARIOUS SETTINGS.

#### **TN CHILD WELFARE INITIATIVE**

To strengthen public welfare services in the State of Tennessee, the UTC Department of Social Work supports special educational opportunities that emphasize public welfare practice. Students who wish to work in public child welfare to ensure safe, permanent, and nurturing families for children are encouraged to apply.

Students selected for the program are eligible for a monetary service award per year but must complete an application to the program and undergo an interview with the selection committee to determine suitability for this work.

Students accepted into the Child Welfare Stipend Program must complete SOCW 3230 and SOCW 4230 as part of the certification process. Stipend students will complete their field education hours in the TN Department of Children's Services (DCS) agency.

Upon graduation, students are usually employed in a DCS agency within the state of Tennessee. For each year students receive a stipend from DCS, they must complete a year of work for the agency post-graduation. Students interested in pursuing the TN Child Welfare Stipend should talk with the Director of Field in the Social Work program.

## **SCHOOL SOCIAL WORK CERTIFICATION**

The Social Work program offers the School Social Work & Law course as an upper division elective. This course is required of students seeking the School Social Work certification. Upon completion of the course, students are to compile the following documents and submit to the College of Health, Education and Professional Studies certifying officer. **Students that have taken the School Social Work & Law course will be given priority placement in HCDE over students that have not taken the course as placement spots become available in the local school system.**

- A completed School Social Work Personal Affirmation form
- Completed information form (attached)
- Documentation of Experience (field placement within a school system, delivery of social work services in an education setting, or experience working with families and children) verified by a reference letter from a supervisor
- Transcripts documenting the receipt of your BSW/MSW degree
  - Official electronic PDF transcript from UTC (request to be emailed to the certifying office from Records)
  - Official transcripts from all other institutions attended emailed to the Program Director by the institution (preferable) or mailed to Program Director

## **Gerontology minor**

The interdisciplinary minor in Gerontology is designed to help undergraduate students cultivate an understanding of the many facets of the aging process, including the biological, psychological, and sociocultural aspects of adult development and aging. The knowledge and skills gained through this coursework will equip students to work with older adults, caregivers and community stakeholders in various practice settings. Additional details about the gerontology minor is found on the Bachelors of Integrated Studies webpage <https://www.utc.edu/integrated-studies/gerontology.php>

## SECTION IV: Policies and Procedures

### FERPA

All educational records of social work students are maintained in accordance with the Family Educational Rights and Privacy Act of 1974. Student information is maintained on a password-protected computer. Student major admission files are housed in the Radius system in a portal created by the student and required access granted only to the Application Review Committee. Students must sign a formal Release of Information form in order to release any information to persons other than faculty.

### RIGHTS AND RESPONSIBILITIES OF SOCIAL WORK STUDENTS

The expectations of a professional education program with a commitment to service to individuals, groups, families, organizations, communities, and society places additional demands on students. The BSW program is accredited by the Council on Social Work Education which ensures students their education meets national standards for professional social work practice. Students are responsible for pursuing excellence in their social work practice. Listed below are some of the roles and responsibilities of undergraduate students.

#### *Students in the UTC BSW Program have the right to:*

1. Academic freedom which includes the right within the academic program to examine, study, and write about controversial issues that relate to a program of study and to discuss or present these issues as they relate to course content and context;
2. Freedom from harassment or discrimination based on race, gender, ethnicity, age, marital status, sexual orientation, class, religion, disability, political affiliation or any other qualification or characteristic that could prove discriminatory;
3. Freedom from arbitrary or capricious evaluation and grading;
4. Due process when appealing or grieving a grade, disciplinary action, or negative student personnel decision;
5. A comprehensive syllabus that details course content, objectives, policies, grading;
6. Criteria, and assignments within the first week of classes;
7. Timely feedback on assignments and exams;
8. Reasonable access to advisors and instructors outside of class;
9. Confidentiality as detailed in course syllabi and the Family Privacy Act;
10. Advising and an opportunity to improve when academic performance or behavior places their status in the Program in jeopardy (the student is responsible for monitoring his or her own grade point average to assure retention);
11. Freedom to organize when following the policies established by the University;
12. Input into Program design, policies, and procedures;

13. Reasonable accommodation of documented disabilities; and
14. Input into the evaluation of courses and instructors.

***Students in the UTC BSW program have the following responsibilities:***

1. To deal responsibly and maturely with controversial issues related to course content drawing on sound research and documented sources;
2. To realistically assess their fit with the social work profession, taking into consideration the ability to practice within the value base, standards, and ethics of the profession;
3. To respect the rights and dignity of classmates, faculty, agency personnel, and service recipients, and to model civility toward these persons as individuals and groups;
4. To responsibly and ethically address disagreements, conflicts, complaints, or grievances informally with the appropriate persons before initiating a formal procedure;
5. To carefully read and familiarize themselves with program and course policies, handouts, and syllabi;
6. To meet the requirements of the major and of each course;
7. To come to class prepared, to attend regularly, and to contribute positively to the class environment and to the learning of self and others;
8. To practice timeliness of attendance in class and field, submission of work, and completion of field education assignments;
9. To follow through on commitments to the Program, classmates, personnel and service recipients in the field;
10. To take responsibility for their own learning, identifying their own learning needs and taking steps to meet them, responsibly addressing concerns with instructors if problems or issues arise, and monitoring one's own progress seeking remediation when necessary;
11. To conscientiously follow the NASW Code of Ethics, classroom and field confidentiality policies and to observe academic honesty in keeping with the UTC Honor Code;
12. To make responsible efforts to contact instructors when they cannot be reached immediately, making appropriate use of e-mail, answering machines, and messages;
13. To use mechanisms such as evaluation of the work of fellow students and student rating of courses responsibly, observing honesty and objectivity, and providing constructive feedback;
14. To give appropriate advance notice when special accommodations are requested for any reason; and
15. To maintain their UTC email accounts and to check their email and Canvas daily. Faculty use Canvas and email as a primary method of communication for course material and students are expected to take responsibility for using both of these forms of technology on a regular basis.

16. To consult their academic advisor on a regular basis in order to understand degree requirements and timelines, to select courses, to discuss difficulties and concerns, and to discuss career and professional development and goals.
17. To be aware of the Policy on Nondiscrimination and Affirmative Action in Employment and Education, the Policy on Sexual Harassment, the Guidelines for Faculty/Student Relationships, the Nondiscrimination Policy Regarding Individuals with Disabilities, the Commitment to Vietnam Era Veterans and Veterans with Disabilities, the Code of Student Rights and Responsibilities, the Policy on Use of Computing and Communication Technology, the Zero Tolerance Policy on Workplace Violence, the Campus Policy on Alcoholic Beverage and Controlled Substance Abuse, and the UTC Grievance Procedure found in the *Student Handbook*. These are found in the Student Handbook on the web at <http://www.utc.edu/dean-students/student-handbook.php>

### **ACADEMIC INTEGRITY (UTC HONOR CODE)**

All students are expected to affirm and adhere to essential values of honesty and integrity in all their academic endeavors. Students should refer to the Student Handbook or to <http://www.utc.edu/dean-students/student-handbook.php> to review the University's Honor code and treatment of accusations of plagiarism.

### **REQUIRED PROGRAM ORIENTATIONS**

**BSW ORIENTATION (Junior Cohort):** An intensive orientation to the academic expectations of the foundation year in the Social Work Program will take place at the beginning of the fall semester. This orientation is mandatory for all juniors who have been accepted into a new BSW cohort and are currently enrolled in 3000 level SOCW classes. Notices of the date, time and place of the orientation will be provided to students.

**FIELD EDUCATION ORIENTATION (Senior Cohort):** The Field Education orientation is held each year at the beginning of the fall semester. The purpose of the Field Orientation is to acclimate incoming social work field students to the expectations of field and field related responsibilities as a UTC social work intern. The orientation is also a time to provide information and support to those serving in the roles of field instructor or task supervisor. This orientation is mandatory for all seniors who are entering Field Education and plan on graduating at the end of the year. Notices of the date, time, and place of the orientation will be provided to students.

### **ACCOMMODATIONS**

The Social Work Program supports the profession's commitment to recognize and serve special populations; and in accordance with State and Federal law, does not discriminate or deny admission on the basis of disability to any disabled person who is otherwise qualified. In order to give students with visual, learning, motor, or other conditions or learning disabilities special assistance, the program must be cognizant of these needs.

Although students are not required to reveal disabilities during the application process, such information will be maintained in confidence and will help the faculty and staff in planning and advising around special needs. If a student desires special assistance, it is suggested that she/he advise the Field Education Director.

UTC has excellent resources available through the Disability Resource Center (DRC). The DRC at The University of Tennessee at Chattanooga is committed to ensuring that each student has equal access to all educational opportunities and maximizes their potential regardless of the impact of their disability. DRC is also committed to supporting the ongoing development of an accessible university that embraces diversity. This mission is accomplished by:

- Creating a physically, programmatically, and attitudinally accessible environment where people are accepted and expected to participate fully regardless of their disability.
- Encouraging the development of an educational culture that embraces and celebrates people's differences.

The DRC website is located at:

<http://www.utc.edu/disability-resource-center>

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this Program or any class, call the DRC at 425-4006.

Those students who have experienced personal difficulties in their childhood and/or adult life are also requested to candidly share such information with their assigned faculty liaison to assure a safe field education experience for the intern and their client groups. Should past and/or current difficulties warrant professional counseling, students will be referred to the UTC Counseling Center or community practitioners (as the student prefers) to assess student readiness for field or continued suitability for field practice. A plan of action will be determined by the student in collaboration with the faculty liaison and the Field Education Director. If there is no agreement on such a plan, the concerns will be forwarded to the Department Head for consideration of readiness for practice.

If you find that personal problems, career indecision, study and time management difficulties are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438.

The Counseling and Personal Development Center's website is located at:  
<http://www.utc.edu/counseling-personal-development-center/index.php>



## **TRANSFER STUDENTS**

Students wishing to transfer to the University of Tennessee at Chattanooga Social Work Program from another accredited college or university must follow the same application procedure as other students. Transfer social work majors will have their transcripts evaluated by their assigned advisor in the Social Work Program as well as by the University Registrar. Credit will be granted for courses that are comparable to University of Tennessee at Chattanooga courses and for which the student has earned a "C" grade or better.

Students, currently/previously enrolled at University of Tennessee at Chattanooga, choosing to transfer to the Social Work Program will have their transcripts reviewed by an advisor in the Social Work Program and will discuss the reason(s) for the transfer.

While the Social Work Program welcomes transfer students with incoming credits, no BSW-UTC student will be allotted transfer credits from another institution in lieu of all or part of the CSWE required field education placement experience. For more information, please read the section titled, *Transfer Credit*.

## **TRANSFER CREDIT**

The Program does accept transfer credit for core curriculum courses from accredited social work programs. The policies and procedures for the transfer of curriculum courses are as follows:

1. Students who transfer to University of Tennessee at Chattanooga will have general education credits reviewed and accepted by the University Registrar according to university policies. These policies describe the acceptable use of proficiency exams, transfer of correspondence course credit, and the number of credits which must be taken in residence at University of Tennessee at Chattanooga.
2. Proficiency exams are not accepted for social work cognate/core courses.
3. Students who have transfer courses which may be acceptable substitutions for courses in the Social Work Program may request a university petition which requests the equivalent course substitution. The student must state a reason for the transfer and must include a copy of the course description from the previous school's catalog and a copy of the course syllabus.
4. It is important for all BSW-UTC students to experience serving the Chattanooga with the supervision and support of local community partners invested in student development and growth. Because of this, the BSW Program does not accept any field education credits/field seminar credits as transferrable credits. All BSW-UTC students will engage in a 400-hour field placement experience as a student in the program.

5. The Social Work Program Admissions and Progressions Committee will review the proposed substitution on a student-by-student, course-by-course basis to determine the equivalency of the cognate course. In order to be accepted as a substitution, the course must be judged to have credits and content similar to that of the proposed course. The committee will request and review a copy of the course syllabus for detailed examination of course content and objectives. **A copy of the course syllabi for any transferred core social work course must be included in the student's program file.**
6. Courses that are accepted for transfer will have petitions approved and forwarded to the Records Office for entry on the student's transcript.

There may be instances when transfer students have to extend their program time because some social work courses are taken in sequence, following a prescribed timeline.

- Completion of testing requirements: In order for the University to assess and improve its academic programs, periodic measurements of student intellectual growth must be obtained. As a requirement for graduation, every student will be required to participate in one or two evaluative procedures, which may include examinations in general education and/or the major field of study. The evaluative information obtained through testing is one of the means used to improve the quality of the educational experience for future generations of students.
- Before entering professional school, students in combined programs must complete at The University of Tennessee at Chattanooga the last 30 of the 120 semester hours of undergraduate study.

#### **ACADEMIC CREDIT FOR LIFE AND WORK EXPERIENCE**

Field experience courses are required of every major and no academic credit is given and no courses in the professional foundation areas are waived because of previous employment or life experience.

#### **STUDENT PROGRAM FILE**

The admission application, Field Education and the associated recommendation are maintained in the Radius system. Students create a Radius account that gives them access to the admission and Field Education paperwork. If Professional Performance and/or Remediation forms are completed on a student, the student receives an electronic copy of the file. These and other student papers are maintained in an electronic file on a password protected SharePoint drive.

#### **BSW PROGRAM WRITING EXPECTATIONS**

The Social Work Program requires that all writing assignments (research papers, book reports, article summaries, etc.) adhere to the APA style as outlined in the Publication Manual of the American Psychological Association.

### *Grading Criteria for BSW Papers*

All direct quotations, paraphrases, empirical research findings and other restatements of the research, scholarship or creative work of others must be appropriately annotated using the standard bibliographic citation methods set out by the American Psychological Association in the most recent edition of the Publication Manual. The APA Manual serves as the guide for style and format of all papers submitted in the BSW program.

Effective practice of generalist social work requires good writing skills to communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated both for the content and ideas presented and for the clarity of that presentation. The grade for a paper will be based on the following criteria:

#### I. Presentation and Appearance

- A. Neatness
- B. Correct grammar (noun-verb agreement, sentence structure, proper and consistent verb tense, etc.)
- C. Use of non-discriminatory language
- D. Spelling
- E. Punctuation
- F. Correct usage of APA style

#### II. Organization

- A. Structure and format of the paper
- B. Logical sequencing and continuity of ideas; evidence of critical thinking ability
- C. Clarity of expression
- D. Conciseness

#### III. Content as indicated by specific paper assignment

All formal papers will be typed in 12 pt. font, double-spaced, and paginated with a cover page unless other noted by the instructor. APA style is to be used in all writing assignments. APA manuals are available in the Social Work Program office and at the campus bookstore and are a valuable resource in a student's library.

### **CRITERIA FOR EVALUATING STUDENTS**

Criteria for student evaluation are found in the syllabi of all courses. Students must maintain a 2.5 GPA overall and a 2.5 GPA in all social work classes in order to remain in

the program. In addition, students are placed on academic probation when specific criteria are not met. Termination from the Social Work Program may follow if the student's GPA and grades in the SOCW classes have not improved at the end of one semester. The Social Work Program follows the University Grading Policy for evaluating students:

- A** Superior performance in the course.
- B** Commendable performance in the essentials of the course.
- C** Acceptable performance in the essentials of the course.
- D** Marginal performance below the acceptable standards of university work.
- S** Satisfactory/no credit basis. The hours are not computed in the grade point average.
- NC** Failure to complete the requirements in satisfactory/no credit courses. The attempted hours are not computed in the grade point average.  
An interim grade given to a student whose work has been of passing quality and who has valid reason for not completing some requirement of the course. Removal of an Incomplete must be submitted by the instructor to the Records and Registration Office no later than three weeks before the last day of classes in the next regular semester, or the Incomplete will become an F. The  
**I** incomplete grade will not be computed in the grade point average during the interim. Any student called to active duty in the Armed Forces of the United States may, with the permission of the instructor, be given an indefinite incomplete. This incomplete may be made up at any time, or a retroactive withdrawal may be granted. (Students must contact the director of Records and Registration for appropriate procedure.)  
An interim grade for departmental honors courses numbered 495r, indicating  
**IP** work in progress. It must be removed by the end of the next regular semester, or the In Progress becomes an F.
- F** Unqualified failure and the necessity for repeating the course to obtain credit.  
Official withdrawal from one or more courses after the first two weeks of  
**W** classes and up to the last six class weeks before final examinations. Comparable deadlines apply to each of the summer terms.

### **GRADE APPEALS POLICY**

It is the prerogative and responsibility for each member of the BSW faculty to determine the final grade of the student's academic performance according to the grading criteria set forth in the course syllabus. Whenever a student feels that the final grade doesn't reflect their performance or they have been graded unfairly, they have the right to file an academic grievance. The UTC-BSW program follows university academic grade appeal policy and procedures. Students should refer to the UTC Student Handbook for policies regarding grade appeals. <http://www.utc.edu/dean-students/student-handbook.php>

## **PERSONAL / MEDICAL LEAVE**

If students experience extensive health or medical problems, they should consult with their assigned faculty advisor to determine if medical leave is appropriate. Students who are experiencing extensive health problems will be compromised in their learning process if they are in a position that requires extensive make-up hours which could further jeopardize their health. In such situations, students will be encouraged to take a medical leave of absence, terminate field in good standing, and re-enter the social work program when health permits.

Likewise, if students experience significant family stress or personal crisis, that requires extended absences from classes, they will be encouraged to take a leave of absence. This leave time will provide the students with the opportunity to address family or personal concerns and to re-enter the social work program when the situation permits them to engage in a productive learning experience.

## **JURY DUTY**

Students called to active jury duty will need to alert their faculty advisor via email of the dates they will be on jury duty. Students need to plan carefully for assignments during this absence.

## **MILITARY DUTY**

Students called to active military duty should notify their field work supervisor and their faculty liaison immediately. Official University of Tennessee at Chattanooga policy and guidelines should also be followed to protect the student's academic status.

## **V. Appendices**

Appendix A: CSWE Competencies and Behaviors

Appendix B: Curriculum Map

Appendix C: Remediation Forms

## Appendix A: CSWE Competencies and Behaviors (EPAS 2015)

Competency 1: Demonstrate Ethical and Professional Behavior
<ul style="list-style-type: none"> <li>1.1 Make ethical decisions by applying standards, laws and regulations, and models for ethical decision-making</li> <li>1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice</li> <li>1.3 Demonstrate professional demeanor in behavior, appearance, and communication</li> <li>1.4 Use technology ethically and appropriately to facilitate practice outcomes</li> <li>1.5 Use supervision and consultation to guide professional judgement and behavior</li> </ul>
Competency 2: Engage Diversity and Difference in Practice
<ul style="list-style-type: none"> <li>1.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</li> <li>1.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences</li> <li>1.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</li> </ul>
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
<ul style="list-style-type: none"> <li>1.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</li> <li>1.2 Engage in practices that advance social, economic, and environmental justice</li> </ul>
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
<ul style="list-style-type: none"> <li>1.1 Use practice experience and theory to inform scientific inquiry and research</li> <li>1.2 Apply critical thinking to engage analysis in quantitative and qualitative research methods and findings</li> <li>1.3 Use and translate research evidence to inform and improve practice, policy, and service delivery</li> </ul>
Competency 5: Engage in Policy Practice
<ul style="list-style-type: none"> <li>1.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</li> <li>1.2 Assess how social welfare and economic policies impact the delivery of and access to social services</li> <li>1.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</li> </ul>
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
<ul style="list-style-type: none"> <li>1.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage clients and constituencies</li> <li>1.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</li> </ul>
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- 1.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- 1.2 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
- 1.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- 1.4 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**

- 1.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- 1.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- 1.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- 1.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- 1.5 Facilitate effective transitions and endings that advance mutually agreed-on goals

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

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



## Appendix B: Curriculum Map

### UNIVERSITY OF TENNESSEE – BSW DEGREE SUGGESTED PROGRAM OF

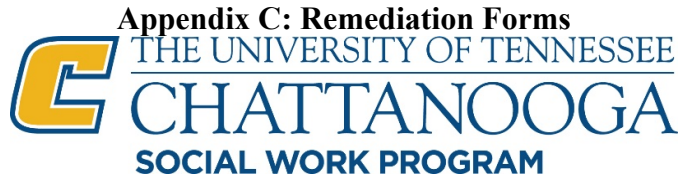
<b>FALL/FRESHMAN</b>	<b>HOURS</b>	<b>SPRING/FRESHMAN</b>	<b>HOURS</b>
English 1010	3	English 1020	3
Mathematics	3	Psychology 1010	3
SOCW 1100 Intro to Social Work	3	Literature	3
Behavioral Sciences (Recommended: SOCW 2050 Intro to Social Policy)	3	Natural Sciences	3 or 4
Elective (Recommended: SOCW 2100 Matters of Ethnicity)	3	Elective	3
<b>TOTAL</b>	<b>15</b>	<b>TOTAL</b>	<b>15-16</b>
<b>FALL/SOPHOMORE</b>			
<b>FALL/SOPHOMORE</b>	<b>HOURS</b>	<b>SPRING/SOPHOMORE</b>	<b>HOURS</b>
Historical Understanding	3	Thought, Values & Beliefs	3
Natural Sciences	3 or 4	Visual & Performing Arts	3
Anthropology 1200	3	PSPS 1010	3
Statistics	3	SOCW 2070 Interviewing Skills or Speech	3
Elective	3	Elective	3
<b>TOTAL</b>	<b>15-16</b>	<b>TOTAL</b>	<b>15</b>
<b>FALL/JUNIOR</b>			
<b>FALL/JUNIOR</b>	<b>HOURS</b>	<b>SPRING/JUNIOR</b>	<b>HOURS</b>
SOCW 3060 SW Practice with Individuals & Families DONE	3	SOCW 3070 SW Practice with Groups	3
SOCW 3080 Pre-Field Seminar I	3	SOCW 4080 Pre-Field Ability I	3
SOCW 3120 HBSE I	3	SOCW 3420 HBSE II	3
SOCW 3330 Diversity & Cultural Competence	3	SOCW 3760 Intro to Research	3
SOCW Upper Division Elective	3	SOCW Upper Division Elective	3
<b>TOTAL</b>	<b>15</b>	<b>TOTAL</b>	<b>15</b>
<b>FALL/SENIOR</b>			
<b>FALL/SENIOR</b>	<b>HOURS</b>	<b>SPRING/SENIOR</b>	<b>HOURS</b>
SOCW 4070 SW Practice with Communities/Org	3	SOCW 4100 SW Policy & Practice	3
SOCW 4170 Applied Research	3	SOCW 4760 Data Analysis	3
SOCW 4120 Field I	5	SOCW 4420 Field II	5
SOCW 4130 Field Seminar I	1	SOCW 4410 Field Seminar II	1
SOCW Upper Division Elective	3	SOCW 4900 Senior Seminar	3
<b>TOTAL</b>	<b>15</b>	<b>TOTAL</b>	<b>15</b>

### STUDY

- You will need to accrue a minimum of 120 hours in order to meet the requirements for graduation at UTC. This will equate to about 30 hours each academic year. Recommend 15 hrs each semester.
- Pre-Social Work Majors are required to take SOCW 1100 Intro to Social Work and SOCW 2070 Interviewing Skills. It is recommended that you also take SOCW 2050 Intro to Social Policy (counts as a Behavioral Sciences general education course) and SOCW 2100 Matters of Ethnicity.
  - THSP 1090 Public Speaking can be substituted for SOCW 2070 Interviewing Skills.
- If you are considering a minor, you will need to use your electives or take extra credit hours to meet the requirements for the minor you have chosen.

- Social work majors who participate in the TN Child Welfare Stipend and Certification Program will be required to take SOCW 3230 Child Welfare I and SOCW 4230 Child Welfare II, which are required courses as part of the program's certification process.
- All pre-social work majors will need to apply for the BSW Program in the spring semester of their sophomore year. The applications are typically available each year from mid-December to February.
  - Late applications will only be considered if there are spots remaining in the program.

**Notes:**



**Level 1: Professional Performance Remediation & Action Plan**

**Name:**

**Date:**

**1<sup>st</sup> Meeting:**

**2<sup>nd</sup> Meeting**

**3<sup>rd</sup> Meeting**

**Area of Concern/Discussion** (include GPA if related to classroom/academic performance):

**Professional Performance Improvement Plan** (Should be Measurable/SMART Goal):

**Resources Needed:**

**Student Strengths:**

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Program Director Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Required for all subsequent meetings after first behavioral issue)



THE UNIVERSITY OF TENNESSEE  
**CHATTANOOGA**  
**SOCIAL WORK PROGRAM**

**Level 2 or 3: Professional Performance Review Form**

**Student:**

**Faculty Present:**

**Date:**

**Semester: SP**

**Course(s) enrolled:**

**Student Strengths:**

**Evaluation Criteria**

(0) Does not meet criteria for program level, (1) Meets criteria minimally or inconsistently for program level, (2) Meets criteria consistently for program level, (3) Exceeds criteria consistently for program level. (NA) No opportunity to observe  
**Comments (must be included for areas in which a rating of 0, 1, or 2 has been assigned):**

**Goal(s) to resolve Professional Performance Concerns (Action Plan/Measurable):**

<b>Professional Fitness Categories</b>					
<b>STANDARD 1: PROFESSIONALISM</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
In both class and field, uphold the legal standards of their profession.					
In both class and field, demonstrate appropriate self-control (such as anger control, impulse control, response to feedback) in interpersonal relationships with faculty, peers, and other associates.					
In both class and field, attend to roles and boundaries as it relates to peers, faculty, and class guest speakers in class and in field placement					
In both class and field, respect the fundamental rights, dignity, and worth of all people					
In both class and field, adopt appropriate use of technology, including cell phone, laptops, social media, etc.					
In both class and field, always abide and uphold the NASW Code of Ethics.					
<b>STANDARD 2: PERSONAL AND ACADEMIC INTEGRITY</b>					
In both class and field, refrain from acts involving dishonesty, cheating, fraud, deceit or misrepresentation.					
In both class and field, refrain from any act of plagiarism, which includes any misrepresentation of academic ownership, including (but not limited to) falsifying citations, presenting another's work as one's own, or using data without permission.					
In both class and field, represent all data accurately and without misrepresentation.					
<b>STANDARD 3: CONFIDENTIALITY</b>					
In both class and field, respect the rights of other students with respect to privacy and confidentiality.					
In both class and field, maintain confidentiality regarding class discussion topics					
In both class and field, abide by the NASW Code of Ethics regarding confidentiality					
<b>STANDARD 4: ATTENDANCE</b>					
In both class and field, arrive on time for all classes, internships, and community outings.					
In both class and field, attend all required classes providing timely notification (at minimum, 48 hours in advance) should an absence be necessary					
In both class and field, receive no more than 2 absences, for the same class, during a semester					

**Resources Needed:**

**Student Follow-up Needed:        YES    NO**

**If yes, date/time of follow-up meeting:**

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Faculty Representative Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Faculty Present:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Faculty Present:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Faculty Present:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# BSW-UTC FIELD MANUAL

## I. GENERAL INFORMATION

### INTRODUCTION

Field education is considered the *signature pedagogy* of social work 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.” (EPAS, 2015, p. 11).

The vision of the BSW-UTC program is to be recognized as an innovative partner in southeast Tennessee and northern Georgia that educates and trains students for the complex world of social work practice. The BSW-UTC field placement utilizes a competency-based learning model that provides learning opportunity through the use of “real life” experiences. Field education in the classroom, and in the community, will focus on providing students with a wealth of learning exposures that may include guest speakers, volunteer experiences, interviews, and field trips. Additionally, assessment is an integral part of the field learning experience and will include self-assessment, peer assessment, and instructor assessment at various points in the learning process.

Field Education also provides the foundation to integrate classroom theory and social work practice. Several integrative learning mechanisms in the field placement lead to the exploration and integration of practice and theory. These mechanisms include assignments with an emphasis on comprehending how theory guides practice, field instructors who model how theory guides practice, and classroom guidance to bridge the gap between theory and practice.

### DIVERSITY

The BSW-UTC program believes that promoting and supporting the strengths of diverse cultures provides a foundation upon which students can master new learning and develop

the differential assessment and intervention skills to provide effective services to diverse and at-risk populations. It is through field education that students are exposed to an affirmative approach to human diversity centered on the universally accepted values and objectives of social work, including the support of diversity, the uniqueness of the individual, the concept of interdependence, and the commitment to serve. Field placements are carefully selected with the intention of providing students with exposure to a wide variety of diverse experiences. In addition, faculty are intentional about bringing diverse perspectives to the classroom and highlights issues of diversity in the community and/or at the field internship agency.

## **STRUCTURE OF FIELD EDUCATION IN THE BSW-UTC PROGRAM**

The Social Work Program is dependent upon community agencies to carry out the field component of the learning process. Faculty in the field program work to identify agencies in the community that can support students learning and professional goals. Field faculty have worked to identify and secure agencies that provide learning experiences and services to individuals, families, and groups. Students are supervised by a professional social worker (the field instructor) and/or by a faculty member (Director of Field Education and/or field faculty) from the Social Work Program. This is intended to facilitate the integration of classroom learning with agency-based practice and to provide support to students as they engage in this dynamic process. Collaborative efforts between the department and the community agency ultimately helps students feel better prepared for social work practice.

Students who enter the BSW-UTC program complete a 400-hour (10 credit) generalist field education experience. Students spend approximately 16 hours per week at their placement. The generalist placement is chosen by the Director of Field, in consultation with the student, and is based on the student's field application. The generalist placement exposes students to the knowledge, values, cognitive affective processes, and skills needed to engage in generalist social work practice. Students will complete the Learning Agreement in its entirety during the generalist placement with an emphasis on developing generalist social work skills to that of an entry level social worker in practice.

Diversity, populations at risk of discrimination and oppression, and social and economic justice are stressed in the generalist placement. Each field placement also allows students to deepen their understanding of professional values and ethics. In field seminar classes, students are encouraged to share their experiences with diversity, in the field and with their peers. Students engage in dialogue with their instructor and class peers about working with unique individuals and institutions. Finally, students are encouraged in their field placements to use evidence, both from the literature and from their own practice evaluations, to inform their work with client systems. This is accomplished through the utilization of weekly supervision

and reflection journals and deliverables created as a component of the field internship.

Most field placements begin in the fall semester, but flexibility may be offered on a student-by-student basis as those needs are identified. Below is a table providing options for choosing the field placement experience.

Choice	Start Date	End Date	Weekly Hours Requirement
Option 1	Fall – August	Spring - May	16 to 18 hours per week
Option 2	Spring – January	Summer - August	16 to 18 hours per week
Option 3	Summer Term I May – June (First 200 hours)	Summer Term I Late June – Early August (First 200 hours)	40 hours per week

Students will be continuously assessed for competency through self-assessment, peer assessment, and instructor assessment. Students will also use the skill of reflection throughout to evaluate their field experience and growing skills through the completion of the Learning Agreement. In addition to the learning agreement, reflection and assessment are incorporated through the use of course activities, weekly reflection forms, and the field seminar.

*The BSW Program’s competency-based curriculum has been designed to comply with the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE) as revised in 2015 (see appendices).*

## **STUDENT RESPONSIBILITIES DURING COVID-19**

All incoming UTC-BSW Social Work Interns, will be responsible for signing the [clinical experiences acknowledgement form](#) prior to starting placement. Due to the uncertainty of COVID-19, the college has developed this document for review which entails the risks associated with completing placement in the community as a component of your education. Students will be provided a copy of clinical experiences acknowledgement form, as well as the social work specific policy related to COVID-19 as seen below.

All students in the UTC Social Work program are expected to adhere to University specific policies regarding health checks before coming to campus or engaging in university related work off campus, such as practicum and internship. Students will



complete the daily health check [link](#) found on the UTC main page. In addition, students are required to complete any health checks required by their specific practicum and internship agencies. Failure to do so may result in termination of placement and programmatic professional performance review.

The University has created and approved a Fall 2021 Absence policy, Social Work instructors will work with students who have illness and may miss course work as a result of illness or other COVID-related issues. However, this absence policy does not supersede CSWE accreditation and Tennessee licensure standards which delineate expectations for field work and time students engage in practicum/internship hours and university and site supervision hours. Therefore, if students are unable to complete required practicum/internship hours they will need to contact their university supervisor and advisor to determine appropriate steps that meet both students' needs and program requirements for degree completion. Students can find specific guidelines related to the Social Work Program and Practicum/Internship guidelines in the student handbook which is posted on the UTC website at [www.utc.edu/socialwork.com](http://www.utc.edu/socialwork.com).

## **II. PRACTICUM (FIELD) EDUCATION**

### **FIELD PREPAREDNESS**

Several mechanisms are employed to assure that social work majors are “field ready.” This begins in Introduction to the Social Work Experience (SOCW 1100) where students acquire their first taste of an agency atmosphere. As part of SOCW 1100 students complete 30 hours of volunteer work at a social services agency. This experience offers them an orientation into the functioning of social service agencies and instills the spirit of volunteerism (which is part of the UTC Mission Statement).

### **FIELD READINESS & FIELD EDUCATION PREREQUISITES**

Field Readiness is determined by the Director of Field Education and faculty in the BSW Program. Field Readiness is also based on a student's academic performance in the junior year of the generalist curriculum; emphasis is placed on academic and professional performance that is free of documented concerns of excessive absence, violations of the NASW Code of Ethics or poor academic performance. Field Readiness is also hinged on the students' performance in the Pre-Field Ability Seminar I & II courses.

The final mechanism assuring students are “field ready” are the field work prerequisites. Students cannot take field education until the core knowledge and practice courses have been completed with a grade of “C” or higher except for the Pre-Field Seminars I & II as these courses are directly linked to Field Education. Students must earn a grade of “B” or higher in those courses to proceed to Field Education I. Specific prerequisites are described below.

## **PREREQUISITES**

- SOCW 1100 – Introduction to the Social Work Experience
- SOCW 2070 – Interviewing Skills or THSP 1090
- SOCW 3120 – Human Behavior and the Social Environment I
- SOCW 3420 – Human Behavior and the Social Environment II
- SOCW 3060 – Social Work Practice with Individuals & Families
- SOCW 3070 – Social Work Practice with Groups
- SOCW 3080 – Pre-Field Seminar I
- SOCW 3330 – Diversity & Cultural Competence
- SOCW 3760 – Introduction to Applied Research & Professional Writing
- SOCW 4080 – Pre-Field Seminar II

## **CONCURRENT CO-REQUISITES FOR FIELD EDUCATION**

- SOCW 4100 – Social Work Policy & Practice
- SOCW 4170 – Applied Research
- SOCW 4070 – Social Work Practice with Communities and Organizations
- SOCW 4760 – Data Analysis
- SOCW 4900 – Senior Seminar

Near the end of each spring semester, the Director of Field Education approves or denies approval to those students who have submitted an application, résumé, and background check by the indicated due date.

Students who are denied permission to enter the field experience are notified by the Director of Field Education in writing. Students experiencing significant difficulty with academic issues or professional performance preventing them from meeting the requirements for field education are required to meet with both the BSW Program Director and Director of Field Education. The purpose of this meeting is to clarify areas of support that the student may need to succeed and to develop a plan of action. If the student fails to follow through with one of the suggested plans of action as outlined in communications from this meeting, this will delay the field education start date. The Director of Field Education will not be responsible for this delay.

## **BEGINNING FIELD**

The field placement process is initiated during the BSW students first semester of their junior year, with notification of application availability. During the beginning of the spring semester, students will meet with the Director of Field to discuss the background check results and the steps for securing a placement.

The student will attend a Field Education fair allowing them to explore possible field sites. Upon completion of the field fair field interest form and submit it to the Director of Field Education.

## **INTERVIEW WITH THE DIRECTOR OF FIELD EDUCATION**

Once the field application has been completed and reviewed, the Director of Field Education will initiate outreach to potential placement agencies on behalf of the student. Based on the student's area of interests, as indicated in the student's field application submission, the student, in consultation with the Director of Field Education, will identify an appropriate field placement agency. Once the appropriate field placement agency is determined, the Director of Field Education will send an email to the agency, inquiring about placement for a BSW student. If the placement site is open to hosting a student, the Director of Field Education will send an email to the student informing them of the agency's willingness to interview and the steps for establishing contact. It is then the student's responsibility to reach out to the agency and set up an initial interview with that agency by the Director of Field Education's stated deadline. **No student is permitted to reach out to a field placement agency without following the steps above.**

## **INTERVIEW WITH THE FIELD PLACEMENT AGENCY**

Once a student receives contact information from the Director of Field, and the student has reached out for that interview by the date provided by the Director of Field Education, the student will present resume for review at field agency interview and participate in interview process per agency protocol. If the agency accepts the student and the student feels that agency is a good fit for their learning goals, then the field placement is confirmed with the Director of Field Education via the Field Confirmation Form.

The interview process during the placement process serves to:

1. Give students an opportunity to learn the functions and expectations of various field settings.
2. Provide agency personnel with the opportunity to meet and assess various students' suitability for their agency.
3. Allow both the student and the agency to discuss possible learning opportunities.
4. Allow the student adequate time to prepare for the placement.
5. Provide students an opportunity to practice professional interviews.

In some cases, a student may not be accepted by an agency. If a student finds themselves in such a situation, that student will be given two additional interview opportunities during generalist year and one additional interview opportunity during the specialist year. If the student is not accepted by the third agency, the student will be required to reapply to field education the following semester.

## **SECURING THE FIELD PLACEMENT**

The Social Work Program is part of the School of Professional Studies (SPS) in the College of Health, Education, and Professional Studies (CHEPS). In order to secure the field placement, the student must do the following: complete the [Field Confirmation Form](#), submit to a Tennessee Bureau of Investigation Background Check and Fingerprinting ([instructions are provided here](#)), purchase Liability

Insurance ([liability insurance is purchased on campus at the bursar's office](#)), and the [Field Hours form](#). While the BSW-UTC program recognizes that some students have completed background checks at other institutions or agencies, this program requires that students submit a background check in accordance with the background check policy as outlined by the School of Professional Studies (SPS). A link to the full policy can be found here: <https://www.utc.edu/social-work/about/background-check-policy.php>. Within the SPS, select degree program require field components (observations, practicums, internships, etc.). In order to comply with TCA 49-5-5610, a criminal history background check policy is implemented to secure the safety and well-being of students, faculty, and clients. If required information is not returned by specified deadline, the student will not be permitted to begin placement and will be required to wait until the next field application period in which student will be required to reapply for Field Education. Please note that if a field agency requires a background check that per UTC policy, the Field Education program cannot release the results of the UTC background check. Students will be, physically and financially, responsible for obtaining any additional background checks and/or onboarding needs required by the agency.

## **ENTERING FIELD**

In addition to interviewing and returning all paperwork, including the background check, the student must complete all training and learning modules required by the BSW-UTC program. The student is also responsible for the completion of training and/or any onboarding required by the placement agency for new students. Failure to complete the required paperwork will result in placement being postponed until the next field application period and the student will be required to reapply.

## **ATTENDANCE IN FIELD SETTING**

Prompt and consistent attendance is required at Field Setting. Upon starting placement, students will be required to complete the Field Hours Form with their Field Instructor/Task Supervisor. Student should present to their placement as scheduled and on time. As the BSW-UTC program is a professional program, tardies and absences will not be tolerated. If an absence is necessary, it should be prearranged, at minimum, 48 hours in advance with their Field Instructor/Task Supervisor; however, the 3<sup>rd</sup> absence, of any sort, will result in a professional performance meeting with field faculty.

Students that are tardy to their field placement three or more times or deviate from their prearranged schedule as defined by the Field Hours Form, will be required to participate in a professional performance meeting with a member of the field faculty. At this meeting, a professional performance and remediation plan will be created. Absences that are not pre-arranged will not be tolerated.

Any hours that the student missed must be made up at a later time. In addition, students are required to make up missed supervision sessions within a week of the supervision session for which a reflection journal will be required for submission on UTC Learn. Students should review the field seminar syllabus for class specific policies related to missed supervision sessions.

Students are required to complete a minimum of 16 clock hours per week in the field agency in order to meet the 200-hour requirement for each semester for the generalist field placement. Two full days in the agency is strongly recommended in order for students to have the optimal learning experience. Additionally, students may complete a maximum of 8 hours per day in their agency setting and may complete a maximum of 40 hours per week with prior permission from the Director of Field Education.

### **MEDICAL ISSUES DURING FIELD WORK**

If a student experiences extensive health or medical problems, they should consult with the Director of Field Education to determine if medical leave is appropriate. Students who are experiencing extensive health problems will be compromised in their learning process if they are in a position that requires extensive make-up hours which could further jeopardize their health.

If a student experiences an extensive health or medical problem, significant family stress or personal crisis, that requires extended absence from the field placement, they will need to apply for a formal leave of absence from the BSW-UTC program and UTC. After a leave of absence, the student must follow the policies and procedures for re-engaging in the BSW-UTC program as stated in the Academic and University Policies section on (p.46).

### **READMISSION TO FIELD**

There may be times when personal matters or challenges occur during a student's time in the program which causes field to be disrupted. When a student has chosen to readmit into field, and concerns regarding professional performance and academic success are minimal, the Director of Field Education in consultation with the BSW Program Director will determine if a student will enter field immediately upon acceptance into the program, will determine the appropriateness of a student entering field once returning. If concerns related to professional performance or academic integrity are of concern, a student's readmission to field may be delayed up to a semester or academic year based the student's need to grow and develop professionally and academically prior to going into placement.

## **DOCUMENTING FIELD HOURS**

Each individual student is responsible for documenting their clock hours in the agency as well as for completing the Monthly Field Hours Log, which must be signed by the student and supervisor. It is the student's responsibility to ensure that this form is completed, signed, and submitted by the due date.

## **FIELD PLACEMENT IN PLACE OF EMPLOYMENT**

Employment-based field placements provide students with an opportunity to satisfy the learning requirements for field in the program while continuing to work. The program has specific policies in place to assess the possibility of employment-based field internships. For those already employed in social service agencies, field placements may be possible if the outlined criteria are met; however, because the program is aimed at preparing social workers for various practice settings, students are strongly encouraged to explore new avenues for professional growth.

In congruence with EPAS 2015 (CSWE), should the student choose to pursue an employment-based field placement, the student's employer, the BSW-UTC program, and the student will work together to assure that the following conditions are met. Each of these conditions must be met or the Director of Field Education cannot accept the agency as a placement.

1. The student must be released from their job responsibilities/unit and reassigned to a different program or unit within the agency for at least eight (8) and up to 16 hours per week. This allows the student to be perceived and treated as a learner rather than an employee during field hours.
2. The activities identified for field education must be substantially different from the student's regular work responsibilities and must be challenging and contribute to skill development. The activities must also be compatible with the social work practice curriculum. The student will submit a narrative delineating the difference between employment and practicum responsibilities.
3. The student must be supervised in field activities by a BSW who has at least two years of post-graduate experience or a task supervisor. Should a task supervisor be assigned, the student will need to receive supervision from a BSW in another department of the agency, in the community, or in the Social Work Program itself. The task supervisor and the BSW supervisor will work collaboratively together. The field instructor and the employing supervisor must be different people.
4. The student must have been employed by their current agency for no less than six months.

Once the above-mentioned conditions are met, the student, in consultation with the employer, completes a *Request for Field Internship in Place of Employment* application. The application will be reviewed by the Director of Field Education, and a determination will be made regarding the appropriateness of the placement.

## **CHANGE IN FIELD EDUCATION PLACEMENT**

Each student is expected to complete all 400 hours for their generalist placement in one agency. However, on rare occasions, some students might require a change in field assignment. This could be necessary if a field instructor leaves the agency and a suitable replacement for continued instruction is not available. Additional examples that may warrant a change may include but are not limited to: inadequate agency resources to support field education, learning experiences in agency are too narrow, placement error based on incompatibility, or agency reorganization.

**No placement change will take place without consultation between the field instructor, task instructor, and the Director of Field Education. No student may independently change placements or terminate placement. Students that independently modify, change, or alter any placement related process without the consultation of the Director of Field Education, will automatically be required to reapply for during the next application cycle and a professional performance meeting will be scheduled.** For these reasons, should concerns arise, it is important that they be addressed immediately before they are permitted to escalate and necessitate a placement change. The Director of Field Education is available to assist the student and the field instructor with problem identification, mobilization of resources, and mediation. When these means have been explored and the resolution is not forthcoming, the student will be assisted in locating an alternative placement with as little disruption to the learning process as possible. **Students that are terminated from placement, by the field agency, due to concerns raised in regards to professionalism, violations of the NASW Code of Ethics, an inability to emotionally regulate, current or ongoing concerns related to integrity, concerns related to dignity and worth of the person, an inability to abide by and uphold agency practices, or other behaviors that are not becoming of an emerging professional social worker, will be required to withdraw from field education and a plan, including a meeting, will be developed in coordination with faculty and the student.** Depending on the circumstance of the concern, a report may be made to the Dean of Students Office. This plan may include termination from field for the semester, the entire academic year, or indefinitely.

## **TERMINATION FROM FIELD PLACEMENT**

The BSW-UTC program honors its commitment to the profession and is obligated to evaluate student's fitness to enter the profession. Assessment for field readiness is ongoing and begins during the initial interview with the Director of Field. The field placement requirements are not complete until a final field visit is scheduled and completed with both the field placement agency and student. Because of this,

students should be mindful that, regardless of hour completion, issues of professional performance will continue to be monitored. When issues of professionalism are detected, the BSW-UTC program takes a proactive approach to assisting students to correct behavior quickly so as not to disrupt the educational experiences. When issues of professional performance are noted by a faculty member, agency-based field instructor/task instructor, or an administrator has concerns about a student's professional performance, the student may be *suspended* from the field education site by the Director of Field Education until the reported issues have been resolved. Additionally, depending on the nature of the concerns, the BSW-UTC Field Program expects all students to abide by the professional behavior expectations; therefore, deviation from those expectations can result in a student performance evaluation and review. The process for initiating a professional performance review and criteria is listed on the BSW program handbook on pgs 30-34).

According to Bernak, Epp, & Keys (1999) impaired students show an inability to insightfully understand and resolve their own issues so that these issues do not interfere with the therapeutic process” (p. 21). These may include:

1. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships.
2. Consistent failure to apply social work values and ethics as outlined in the NASW Code of Ethics.
3. Clear and persistent emotional problems such as substance abuse, mental illness, emotional instability, emotional/psychological disorders that interfere with one's ability to function at expected levels or are manifested in inappropriate behaviors. This is subject to student rights under disability law.
4. Serious problems in pre-professional placement and/or field education, poor performance in the field, inability to carry out assignments and the requirements of the field practicum.
5. Clearly illegal activities, conviction of a felony, false information on application, or lying about past illegal behavior.
6. Pattern of classroom behavior that is disruptive or that undermines the work or morale of faculty and students.

Students who find themselves experiencing any of the aforementioned “impairments” are encouraged to be proactive and seek consultation with their academic advisor, program director, or field director. Students are also encouraged to seek professional help, take voluntary leave, or adjust schedules as needed. Social workers and social work students should make every effort to assure that personal impairments do not interfere with their ability to serve clients to the best of their ability.



### **III. Students' Rights and Responsibilities**

#### **STUDENT CONDUCT**

A major goal of this program is to prepare students to serve as professional social workers in the community setting. Faculty members bear the responsibility to determine if students have demonstrated academic competence, appropriate professional behaviors, and ethical behaviors that show the student's ability to work with multiple client systems. Therefore, faculty have the responsibility to determine when students are not meeting the acceptable standards for academic, professional, and ethical conduct. When such behaviors or issues are identified, faculty will explore, when possible, actions to assist in the correction of the problems/issues noted. The following information is provided to clearly identify the expectations of all students in the Social Work programs.

It is expected that all students in the Social Work programs will follow and are subject to the university's code of conduct. Students are responsible for reviewing and be knowledgeable about what is expected from all students. [UTC's Student Code of Conduct](#).

#### **HONOR CODE**

Students in the Social Work program are held to the standards in the UTC Honor Code. Students will be subject to review, penalty, and possible dismissal from the program if the UTC Honor Code is violated. It is expected that all students in the Social Work program have reviewed and are aware of the Honor Code Policy and what it entails as well as reviewing the Honor Code Pledge statement. Within this code are many definitions that students should be familiar with as they progress through the program. The Social Work program at UTC values academic integrity and will report students, as noted in the policy, for failure to uphold academic standards and the honor code. [UTC's Honor Code](#).

It is expected that all students in the Social Work program will follow and are subject to the university's code of conduct. Students are responsible for reviewing and be knowledgeable about what is expected from all students.

#### **PROFESSIONAL BEHAVIOR EXPECTATIONS**

While a student may be terminated from the program for academic reasons, students may also be terminated from the Social Work program if they fail to meet generally accepted standards of professional conduct, personal integrity, or lack sufficient emotional stability which results in impaired judgment or behavior requisite for professional practice. According to Bernak, Epp, & Keys (1999) impaired students

show an inability to insightfully understand and resolve their own issues so that these issues do not interfere with the therapeutic process” (p. 21).

In assessing whether to suspend or terminate a student, the Social Work program considers academic and professional performance.

Students are expected to behave and perform in a way that demonstrates professional behavior fit for professional social work. It is expected that students will demonstrate the following standards:

**Accountability:** Accountability begins with attendance to the respective classes. It is expected that students are on-time to all scheduled class sessions. Students are expected to participate in the activities and assignments in each class comparable to the level of their peers. Work should be completed in a timely manner and follow the directions as given with the assignment/activities. Students should come to class prepared to engage with the content and be able to demonstrate having read and completed other related assignments.

**Respect:** All peers, instructors, field supervisors, clients at the respective agencies should always be treated with dignity and respect. Respectful behavior pauses to listen to others, provides feedback in a constructive manner, approaches conflict with peers or instructors with a cooperative approach. Respect always uses positive and non-judgmental language. Maintain respectful behaviors inside and outside the classroom. Inside the classroom, refrain from using electronic devices in a distracting and non-coursework related manner.

**Confidentiality:** The NASW Code of Ethics (1.07) outlines the guidelines for privacy and confidentiality. It is important that students review this code and practice its tenets within the classroom setting. Information shared in class should be treated as confidential information. Students are urged to exercise caution in sharing very personal information in the classroom. Students should refrain from disclosing any personal or identifying information they have encountered in the field setting.

**Competence:** The NASW Code of Ethics includes competence as one of the six ethical principles that guides the social work professional. Social Workers are mandated by this code to practice within their areas of competence continue a practice of developing and enhancing their professional expertise. In order to demonstrate competence, students should work to apply themselves to fully engage in the academic experience, through completion of the readings, assignments, and meeting deadlines. Student should be working continuously to improve their abilities. In order to become fully competent as a professional, it is important that you work to assess yourself for any issues that might impact your ability to effectively work in the class or with clients.

**Integrity:** The NASW Code of Ethics highlights integrity as a core principle of the professional. Social workers are always expected to behave in a trustworthy manner. Students should always practice honesty with themselves, their peers, and their instructors. Students should work to improve their knowledge, skills, and abilities. Committing to submitting work that upholds the university's standard of academic integrity. Students should work to accept and integrate feedback given.

**Diversity:** Students will be given many opportunities, throughout the program, to develop an openness to new ideas, new people groups, and new beliefs that may be unfamiliar to them. While learning these new concepts and exploring ideas can be uncomfortable at times, embracing diversity will be emphasized. In the classroom and in practice, it is expected that students will maintain speech that is free of racism, sexism, ageism, heterosexism, stereotyping, etc. It is expected that person first language is utilized in both written and verbal communication in a way that is consistent with social work values and ethics as well as fulfills APA guidelines. Student are expected to demonstrate a willingness to serve a diverse group of individuals, families, groups, and/or communities.

**Communication:** Students are expected to work to develop and improve both written and verbal skills. These skills are used in both the educational and the professional practice setting. Students should be able to demonstrate positive, constructive, respectful and professional communication skills with peers and instructors demonstrating assertive communication with peers and instructors as well as demonstrate writing skills that are commensurate with the level of education.

**Social Justice:** The NASW Code of Ethics lists Social Justice as a core value of the profession. Students should work to develop a commitment to social justice for all populations at risk. Students will be given many opportunities in the Social Work program to learn about and to address issues of social justice and oppression as well as learn methods to address those injustices at all levels of social work practice.

## **CRITERIA FOR STUDENT PERFORMANCE EVALUATION AND REVIEW**

When issues of professionalism are detected, the Social Work program takes a proactive approach to assisting students to correct behavior quickly so as not to disrupt the educational experiences. When issues of professional performance are noted by a faculty member, agency-based field instructor/task instructor, or an administrator has concerns about a student's professional performance, as it relates to the field education experiences, the student may be *suspended* from the field education site by the Field Agency Supervisor, the Program Director, or Field Education Director until the reported issue has been resolved. If the issue of professional performance has been noted by a faculty member about a student's professional performance, as it relates to class-based performance, the student will

be notified. In either case, steps will be initiated to correct the behavior quickly so that the student can continue in the educational process as much as possible.

Students in the Social Work Program will be evaluated on a regular basis by faculty and field supervisors of the program. The Social Work department uses a Level Review process to address and monitor professional performance concerns. Additional details on the Level Review procedures are listed below. In addition to UTC Student Code of Conduct, the NASW Code of Ethics, and the professional behaviors mentioned above, a student's performance will be evaluated in the four general areas:

- Basic Skills Necessary to Acquire Professional Skills
- Emotional & Mental Abilities Necessary for Program Performance
- Professional Performance Necessary for Professional Practice
- Ethical Considerations

Situations below are examples of issues that may be addressed through the professional performance review:

1. Substance abuse
2. Plagiarizing in coursework or fieldwork
3. Pattern of classroom behavior that is disruptive or that undermines the work or morale of faculty and students.
4. Lying or cheating on academic or field assignments
5. Impaired performance in the classroom or field setting. Behaviors include, but are not limited to being actively suicidal, emotional instability, emotional/psychological disorders that interfere with one's ability to function at expected levels or are manifested in inappropriate behaviors, inability to focus or communicate, distortion in thought processes, or otherwise unable to develop appropriate work relationships in the social work context. This is subject to student rights for disabilities as defined by FERPA and the ADA-AA.
6. Clearly illegal activities, conviction of a felony, false information on application, or lying about past illegal behavior or failure to disclose a felony conviction.
  - a. Please note that some crimes may prevent a student from being able to obtain a practicum setting or to obtain professional licensure as reported in the required background check.
  - b. In some cases, admission to field practicum may be delayed due to the nature of the crime.
  - c. Each situation will be evaluated on a case-by-case basis; however, any crime conviction that prevents students from obtaining a field practicum placement will result in the student being dismissed from the program. Please note that the field placement is a Council on

Social Work Education (CSWE) requirement in order to obtain a Social Work degree.

7. Inadequate interpersonal relationship skills necessary for social work practice, which includes the inability to form positive working relationships with faculty, peers, supervisors, and clients as demonstrated by ongoing conflict with faculty or peers, and results in the student's inability to work cooperatively on group projects with peers, cause disruptions in the classroom and/or the field settings.
8. Inadequate written or verbal communication skills, which impede the ability to communicate client information, practice concepts, and academic/theoretical ideas clearly in work with faculty, peers, supervisors, and clients.
9. Excessive absences from class, or field, which are considered predictive of poor professional performance. Please see syllabi for all courses to clarify the attendance policy.
10. Failure to pass a required course with a "C" or higher.
11. Termination from a practicum placement related to student performance or violation of the NASW Code of Ethics.
  - a. The first time a student is dismissed/terminated from a field practicum placement, they will be instructed to withdraw from field education and field seminar. A professional performance plan will be initiated by the field faculty to correct the behavior. Once the student has been able to demonstrate the behavior has been corrected, they will be eligible to reapply for a field education placement the following semester.
  - b. The second time a student has been dismissed from field education due to their performance of violation of the NASW Code of Ethics, they will not be given the opportunity to secure another field education placement and will be terminated from the program.

## Level Review Procedures

A level review is initiated when student performance concerns are identified. There are three levels of review. The severity of the performance concern and the need for student support determine the level of review. Regardless of the level of the review, it may be necessary to consult with other members of the university (e.g. School of Professional Studies administration, Dean of Students Office, Office of Student Conduct, Disability Resource Center, Title IX).

### Level I Review

A Level I review includes performance concerns in which a student may need additional support or referral. Social Work faculty member identifies the

performance concern then corresponds with the student about the concern with an email and/or meeting.

Examples of criteria that warrant a Level I review include but is not limited to:

- Attendance
- Expressed mental or emotional distress, stressful life events that may interfere with the capacity to meet the academic and/or field demands of the program or to perform in a professional environment.
- Inappropriate cell phone or computer use during instruction time that is distracting and interferes with the ability to meaningfully engage in class discussion or activities.

#### Level I Process

1. Student will be notified, by e-mail, by the faculty member. The professional performance concerns will be outlined in the e-mail and the student will be invited to respond and/or meet to discuss the concern.
2. If the concern cannot be resolved via e-mail, a meeting will be scheduled and notes from the meeting will be recorded on the Remediation Plan form (see page 51-54) to document the process and plans for success. Action steps will be noted for continued success in the program. The form will be signed by both the student and the faculty representative.
3. Follow-up will be scheduled as needed.

#### Level II Review

A Level II review involves moderate performance or behavior concerns that interfere with a student's capacity to meet the academic and/or field education demands in the program.

Examples of criteria for Level II Review include but is not limited to:

- The student has not resolved and continues to demonstrate a Level I performance concern
- Concerns about a student's well-being
- Concerns about a student's field readiness
- Concerns with a student's noncompliance with ethical standards as outlined in the NASW Code of Ethics
- Concerns about a student's professional behavior (e.g. demeanor, appearance, oral, written and electronic communication)
- Academic misconduct such as plagiarism, cheating or misrepresentation of information
- Repeated concerns about the student's inability to apply instructor feedback

#### Level II Process

1. The faculty notifies the Program Director and other department faculty, if warranted. If the student's behavior dictates further intervention, a referral will be made to the appropriate campus resource for support (e.g. School of Professional Studies administration, Dean of Students, Office of Student Conduct, Title IX, Disability Resource Center).
2. Student will be made aware of their rights to bring an advocate/advisor/observer to participate in any scheduled meeting; question the evidence; and offer a response to the concerns.
3. If it is determined that corrective action needs to be taken, the student will be informed, and a representative from the appropriate campus resource will be invited to the meeting(s), and the Professional Performance Form and Plan will be completed that outlines changes that need to be made and/or any actions to be taken within a specified time frame. The form will be signed by both the faculty representative and the student.
4. Actions steps outlining the required improvements in performance will be documented on the Professional Performance Form and Plan.
5. Monitoring and follow-up will be scheduled as needed.
6. If a student chooses not to sign the Professional Performance Form and Plan, the case will be submitted to the appropriate campus resource, and it will be submitted as the next level for review and disposition.

### Level III Review

A Level III review is reserved for serious student performance and behavior problems or concerns and can involve dismissal from the program.

Examples of criteria that warrant a Level III review include but is not limited to:

- When performance deficits persist and have not been resolved in previous level reviews
- A student does not meet the criteria for satisfactory academic or field performance
- A student exhibits behavior that is hostile, intimidating or threatening in class, in any class related activities, inside or outside of the classroom, or in the field education setting.
- A student has been arrested and charged with a crime.
- Academic dishonesty such as lying, cheating, falsifying academic records, including information on the field education application.
- Violations of any university policy as outlined in the UTC Student Code of Conduct

### Level III Process

1. Upon notification of a Level III concern, the Program Director or Director of Field Education gathers information about the performance concern.
2. If the student's behavior warrants further intervention and is an offense that meets the criteria for mandatory reporting, a report will be made to the office of Student Outreach and Support and/or the office of Student Conduct for further guidance or disposition. Students should be made aware of their rights to bring an advocate/advisor/observer to participate in the meeting; question the evidence; and offer a response to the allegations.
3. If it is determined that corrective action needs to be taken, the student will be informed, and a representative from the office of Student Outreach and Support will be invited to the meetings, and the Professional Performance Form and Plan (see pp. 51-54) will be completed that outlines changes that need to be made and/or any actions to be taken within a specified time frame. The form will need be signed by both the faculty representative and the student.
4. Information gathered and discussed at the Level III meeting will be used to determine one of two outcomes.
  - a. If it is determined that the student can continue in the program with conditions, the conditions and expectations will be clearly communicated to the student verbally and in writing. The Professional Performance form will be completed and include clear action steps for continuance in the program and will be signed by both the student, faculty member and the Program Director.
  - b. Continuance in the program is contingent upon meeting the expectations and action steps in the Professional Performance Plan. Please note that a student may be required to withdraw or delay enrollment in field education or coursework until conditions of the Professional Performance Plan have been met. Monitoring and follow-up are scheduled.
  - c. Should it become necessary to dismiss the student from the program, policies of the University will be followed.

Note: If the Program Director is identified as the primary faculty noting the concern, a proxy will be appointed to direct the Professional Performance Process.



## IV. FIELD ROLES AND RESPONSIBILITIES

### STUDENT RESPONSIBILITIES

The BSW-UTC program regards the student as an adult learner, capable of identifying his/her learning needs and shaping the educational process. The field education is a bridge from the student role to the professional role. During the experience, the relationship with faculty and field education instructor progressively moves from that of student to colleague. This philosophy is exemplified by the student's growing responsibilities within a field education assignment.

1. Using the field education as an opportunity to enrich and extend the whole curriculum.
2. Purchasing and maintaining professional liability insurance to be purchased on campus at the University Bursar's office.
3. Assuming professional responsibility and appropriate accountability for assigned client services and other agency activities.
4. Preparing a Field Education Learning Agreement I & II with the field instructor's input and revising as necessary.
5. Participating in weekly supervisory conferences with the field instructor, preparing an agenda, selecting, recording, or presenting material representative of work, sharing reactions to and questions about the field education experience, advising the field instructor of new learning needs.
6. Participating in selected agency activities (e.g., staff meetings, conferences, in-service training, and committee work) when these are not in conflict with campus-based courses, seminars, or other commitments.
7. Obtaining agency approval for the use of any case material or records outside of the agency while maintaining accepted standards of confidentiality.
8. Informing the field instructor of classroom assignments that relate to field education instruction and sharing material when relevant.
9. Conferring periodically with the Director of Field Education about learning experiences and any problems and/or concerns related to the field education assignment.
10. Providing or arranging for transportation to and from the field education placement.
11. At all times, abiding by the NASW Code of Ethics.

### DIRECTOR OF FIELD EDUCATION

The Director of Field Education is a full-time faculty member of the University of Tennessee at Chattanooga Social Work Program who reports to the social work program coordinator and is responsible for the overall coordination of field education instruction within the framework of curriculum developed by the program. The Director of Field Education roles include, but are not limited to, expanding and recruiting new field sites, linking students with field opportunities, evaluation of field

sites and ongoing training, maintenance of field education materials, development and implementation of student orientations, monitoring student progress.

## **FIELD INSTRUCTOR**

The field instructor's role is critical in facilitating a student's learning and providing a positive educational experience for the student. The field instructor serves as a role model for professional and ethical social work practice and carries final responsibility for the student's training in the field site. Additionally, the field instructor will score the student on professional performance and improvement. The selection of the field instructor is a responsibility of both the field site and the field education director. When the site identifies a potential field instructor, it is the responsibility of the field education director to evaluate and approve the candidate.

Field Instructors should have a social work degree from a CSWE-accredited program, have at least one year of professional social work experience, and be employed at the field site for at least six months.

## **FIELD SUPERVISION POLICY**

Every student completes their field internship experience working under the direct supervision of their assigned field instructor. Every field instructor is a BSW graduate of a CSWE-accredited social work program. When student field instructors are out of the office for a meeting, for lunch, or for other work responsibilities, field instructors make sure students work with task supervisors. Task supervisors are qualified staff members available on-site to the students when field instructors are away from the office.

In addition, there may be learning opportunities for a student at a field site that are beyond the scope of the field instructor's responsibilities and/or expertise. A task or project, related to the learning outcomes as set forth in the individualized partnership plan, may be assigned to the student by the field instructor. Supervision of this task/project may be provided by another person. This task instructor must provide written and/or oral feedback on student performance to the field instructor. Task supervision is in addition to the weekly supervision by the primary field instructor. The field instructor remains responsible for overall supervision and administration of the student's field placement.

Exceptions to the standards noted for field instructors might include the following:

- a. An appropriate agency does not have an BSW supervisor available to students but can provide a task supervisor that does not have an BSW for day-to-day supervision
- b. The BSW field instructor has less than two years' experience

In these cases, the learning needs of the students will be evaluated along with the agency's ability to provide quality task supervision. While the task supervisor will assess and assign the day-to-day tasks of the student while they are in the agency, all students will receive formal supervision with a master's level social worker on campus, in the field seminar course. In cases where the task supervisor is not a social worker, the seminar instructor will serve as their field instructor for students in their seminar class. That person will maintain regular communication with the task supervisor in order to appropriately and effectively assess student progress and learning needs.

The BSW-UTC Program ensures that every student receives supervision from a social worker through the field seminar class. Every student enrolled in field education is also enrolled in a co-requisite course named field seminar. Because the BSW-UTC Program focuses intently on preparing students for interdisciplinary social work practice, the model currently used allows for students to receive task instruction from individuals of diverse backgrounds but have expertise in a realm of practice where social work is or can be present. Because some students do work under the guidance of individuals outside of the social work field, weekly seminar class serves as a time for:

- Students to present cases and/or situations that are present or ongoing in placement
- The development and implementation of action steps based on the presenting case details and the student role in the case
- Discussions on ethical practice considerations and areas of growth and concern
- Students to solicit feedback and input on cases that present in placement and allow for learning and reflection to occur
- Weekly social work supervision
- 

In each seminar class, students are expected to come prepared with a case from placement for the purposes of discussion. Following supervision in the seminar class, students include details from the session into their weekly supervision journal and submit that to the department for monitoring.

## **SOCIAL WORK PROGRAM/AGENCY RESPONSIBILITIES**

In addition to these specific roles, the social work program and the agency have special responsibilities toward each other.

The Social Work Program's Responsibilities to the Agency:

1. Consulting on the assignment of students to the agency to ensure appropriate learning opportunities for students that also fit the agency's service functions.
2. Providing the field education instructor with information about the student, the curriculum, school policies, and assisting the field education instructor through consultation and conferences.

3. Designating a member of the faculty to serve as liaison to the agency.
4. Planning periodic meetings of field education instructors and faculty to integrate field education instruction with the total curriculum.
5. Informing field education instructors of their privileges within the university community (e.g., library use).

The Agency's Responsibilities to the Social Work Program:

1. Accepting students in field education without regard to race, color, gender, age, religion, ethnic or national origin, political, or sexual orientation.
2. Recognizing students as developing professionals who should not be assigned to inappropriate tasks.
3. Providing a qualified field education instructor who has sufficient time and resources to develop student learning experiences, preparing and conducting individual student conferences, attending college-sponsored meetings, and preparing student evaluations.
4. Providing adequate facilities and equipment appropriate to the student's needs.

## IV: EVALUATING STUDENT PERFORMANCE

### GENERAL INFORMATION

The **ongoing evaluation** of a student's performance is an integral part of the field education instructor's responsibilities. During their weekly supervision, the field education instructor can help the student (1) identify performance strengths and weaknesses, (2) evaluate progress towards achieving learning objectives, and (3) demonstrate professional responsibility. It is the student's responsibility to provide the field education instructor with an agenda the day prior to each conference. The field education instructor will add agenda items as needed during the conference.

The **mid-term evaluation** serves as a checkpoint for the student's progression through the field experience and should summarize the student's strengths, progress, and growth areas. The **formal evaluation** conference at the end of the term will be used to summarize the student's performance in relationship to the *Field Education Learning Agreement & Evaluation I & II*. It should also provide the student with a clear sense of the direction for future learning activities related to the social work profession in general. It is of utmost importance that as areas of growth or correction in the student are identified, the field education instructor and the student clearly discuss them immediately. Thus, the student will not be faced with unexpected negative feedback at the end of the final field education visit when there is no time to grow and improve in these areas.

The field instructor also documents the student's learning in the *Field Education Learning Agreement & Evaluation I & II*. When this evaluation is complete, it is signed by the field education instructor, the student, and the faculty liaison (if appropriate). A copy will be placed in the student's academic file. This is a very important document since the evaluation will be the basis of future graduate school and job recommendations given by the social work faculty. No grade is assigned until the field education evaluations are received. **Based primarily on the field education instructor's recommendations, the field education director assigns a grade for the field education course and oversees any issues related to the administration of the field education experience.**

### EVALUATION OF FIELD EDUCATION EXPERIENCES

The foundation upon which students receive a field education grade will be the *Field Education Learning Agreements I & II*, the midterm evaluation, and the end of semester evaluation. The skill with which the student performs the contracted objectives and activities plays a major role in determining the student's ultimate education grade. Field instructors are active participants in the evaluation of students' field performance and make grade recommendations to the Director of Field Education and/or field faculty who have final responsibility for assigning the field education grade. At the end of the

foundation year, and completion of the Learning Agreement I, students are prepared for entry-level generalist practice. The procedure for evaluating student learning is a collaborative effort between the director of field education, the instructor in field seminar, and the field instructor or task instructor at the agency. The criteria for evaluating student learning begins with the student learning agreement. In order to successfully pass field, students must complete:

- a learning agreement for each semester they are in field with a final score of 80% or higher.
- The End of Semester Field Visit
- A field evaluation form which is used throughout the learning process to evaluate the student's progress in meeting their learning goals and demonstrating social work competence.

The BSW-UTC program has a policy requiring Field Instructors and/or task instructors to be responsible for completing the End of Semester Evaluation and participate in all agency site visits where feedback about student learning, areas of growth, and strengths in placement, in addition to agency feedback from the student are provided, while the Director of Field Education and field seminar instructors will evaluate the Learning Agreement for completion and understanding.

## **FIELD EDUCATION SITE VISITS**

The field education director and the field liaisons will conduct several agency site visits during the course of the field education experience to assess the student's learning and to provide guidance and direction for the field instructor. The schedule of site visits is as follows:

- First site check-in is conducted at mid-term and it is initiated by the director of field or field faculty.
- An in-person site visit will be scheduled toward the end of the first semester when students complete around 200 hours.
- A third check-in will take place around 300 hours.
- A fourth and final formal in-person site visit is scheduled when students are nearing completion of their field hours.
- Faculty also conduct visits throughout the year to monitor student learning and safety as needed and requested by the placement site or student intern.

\*\*\*Currently there are only two visits, at the end of each semester.

Additional site visits or telephone conferences may also be scheduled at the student or field instructor's request as needed to address concerns.