



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's 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

ACCULTURATION 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

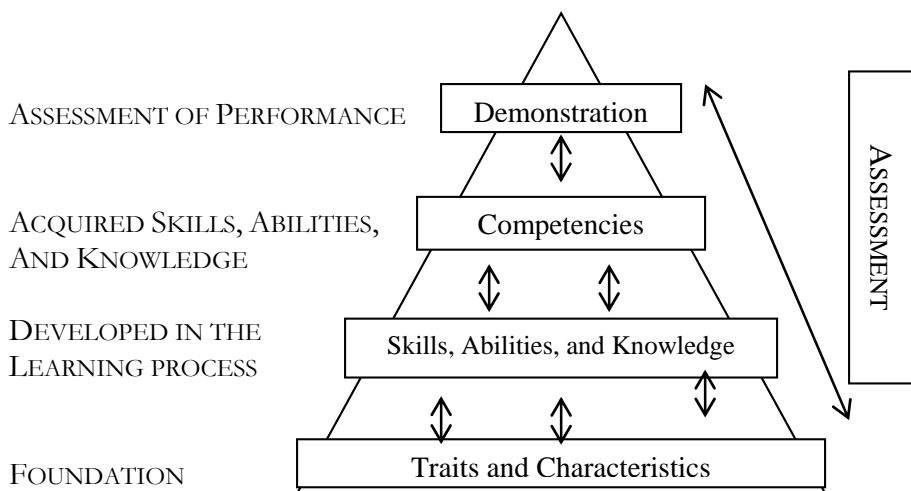
The Social Work Program at the University of Tennessee at Chattanooga (UTC) is designed to utilize the strengths of the liberal arts perspective and an innovative, learner-centered/ability-based curriculum with enhanced cultural competence training for work with the largest diverse population groups 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 beginning skills, abilities, and knowledge. The second level *skills, abilities, and knowledge* are developed through diverse learning experiences which include volunteer and other types of field experiences. The third level, *competencies* are the result of integrative learning experiences in which skills, abilities, and knowledge interact and intersect to form learning bundles [emerging competencies]. The highest level, *demonstrations* are the results of applying these learning bundles [competencies] of skills, abilities, and knowledge.

LIBERAL ARTS PERSPECTIVE

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Adopted November, 2016

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 life long 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 is reflected in 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 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 Appendix A). CSWE has delineated 9 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 with Individuals, Families, Groups, Organizations, and Communities
7. Engage with 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)¹. The goal of competency-based social work education is to provide a curriculum that enables students to demonstrate the integration and application of these 9 core competencies in practice with individuals, families, groups, organizations, and communities. CSWE has operationalized these core competencies by identifying foundation behaviors, each of which is associated with a specific competency. The 9 competencies and 31 practice behaviors are listed in Appendix A.

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 Ability 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 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 through the use of rubrics and narrative. This assessment process is viewed as continuous in nature which allows students to receive and apply feedback throughout the curriculum. Aspects from all of the core competencies and practice behaviors are integrated into the E-Portfolio.

PROGRAM MISSION STATEMENT

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

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, values, and skills informed by the principles outlined in the NASW Code of Ethics and transferable among human service settings and population groups. Social work faculty and students are committed to working together to engage in scholarship, continued learning and community service to individuals from diverse backgrounds reflecting the UTC mission as a metropolitan university that serves people from varied cultural, social and economic backgrounds.

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 effectively by applying a range of social work theories and evidence-based interventions with individuals, families, small groups, organizations, and communities in all types of 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.
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 level 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

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Adopted November, 2016*

Field education 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 2.0; social work GPA of 2.50 or higher.
3. Completion of all required pre-requisite SOCW courses with a grade of "C" or higher.
4. Completion of the Field Education Application process and participation in annual Field Fair.

Additional field education information in the Field Education Manual which is located in Part 2 of the BSW Student Handbook.

E-PORTFOLIO

Students develop and maintain an e-portfolio beginning in the junior year. Through this e-portfolio, students provide evidence of demonstrating competence. Student e-portfolios are finalized during Senior Seminar (SOCW 4900) and evaluated by peers and faculty.

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. The following chapters list the specific requirements for each undergraduate major. Students should review with care the degree requirements listed in this chapter as well as the 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

The B.A. degree requires completion of the second college year in one foreign language, or equivalent through placement. The faculty of the Department of Modern and Classical Languages and Literatures encourages students to begin or to continue foreign language study during their first year at the University or upon declaring a major that includes a foreign language requirement.

Students whose native language is not English pursuing a B.A. degree will fulfill the foreign language requirement by meeting the English requirements for foreign students. The courses are: **ENGL 1610**, **ENGL 1620**, **ENGL 1011** and **ENGL 1020**. Students testing out of English 1610 and 1620 will fulfill this requirement upon successful completion of **ENGL 1010** or **ENGL 1011** and **ENGL 1020**.

Students pursuing a B.A. or B.S. degree, whose native language is not English, may also 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

All students seeking the B.A. degree in the College of Arts and Sciences must complete the requirements for a minor in the same valid catalog year as the major(s). Students completing the requirements for two majors satisfy the requirement for a minor. For students seeking the B.A. and B.S., the B.S. major will satisfy the minor requirement.

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 majoring in Art may also minor in Art History.

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.

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 graduate credit cannot be applied toward an undergraduate 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.**

American History Requirement

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.

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**
- **SOCW 4900 - Senior Leadership Seminar**

Three Courses from the following Upper Division Social Work Electives

- **SOCW 3300 Mental Health Perspectives**
- **SOCW 3400 Health Care & Social Work**
- **SOCW 3230 Child Welfare I**
- **SOCW 4230 Child Welfare II**
- **SOCW 4600 Social Work Practices & Older Adults**
- **SOCW 4999 Crisis Intervention**

Additional Information and Notes

NOTE: For Social Work majors who participate in the Tennessee Child Welfare Stipend and Certification Program, Social Work 3230 and 4230 are required courses as part of that program's certification process.

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 courses.

Electives to complete 120 hours.

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

*Also satisfies requirement in the major.

*Also satisfies general education requirement.

PRE-SOCIAL WORK MAJOR

Admission to the Social Work Program at UTC takes place during the second semester of the sophomore year or during the summer prior to the fall of the junior year. Prior to formal admission to the program, when students declare social work as a major, the

University Registrar's office assigns the student a pre-social work advisement major code. When the student is formally admitted into the Social Work Program they are assigned the BSW major code. This difference in major codes helps students clearly understand that admission to the Social Work Program requires formalized application process.

ADMISSION TO THE BSW MAJOR

Students are admitted into the Social Work Program from more than one source, as a first year 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 **POLS 1010**, **PSY 1010**, and **ANTH 1200** or **ECON 1010**.

After satisfactory completion of the above requirements, the student will receive a letter from the Social Work Department Head notifying him or her of formal acceptance into the Social Work Program. The Social Work Department Head will send an official memo to the University Registrar's office with a list of students approved for formal acceptance into the program. The Registrar's office will then change the student's status from Pre-Social Work major to BSW degree seeking major.

Reapplication

In the event a student is not granted admission to the program, she/he may reapply the following year provided pre-requisite and GPA requirements have been met.

ADVISEMENT

During their freshman year, all students are advised by the UTC Center for Advisement. Thereafter, Pre-Social Work majors are assigned an academic advisor in the Social Work department.

During their first meeting together, students meet with their advisors to discuss their interest, and aptitude for, the social work profession. At that time, advisors provide students a general orientation to the program, the curriculum and career options available in social work.

Students meet with their academic advisor as part of registering for class each semester. The advisor helps the students select classes. During registration the advisor must also provide the students their advisement codes that are essential for completing registration. The goals of advisors include, but are not necessarily limited to:

1. Assisting students in assessing their aptitude and motivation for a career in social work.
2. Providing academic guidance in choosing courses.
3. Providing social work values and professionalism role modeling.
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.

TN CHILD WELFARE INITIATIVE

In an effort 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 make 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 Director of Field in the Social Work program.

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's folders are available in the office of the student's advisor for review by the student and by faculty. Student major admission files are kept and maintained by the program administration assistant in a secure file cabinet in the program's main office. Students must sign a formal Release of Information form in order to release any information to persons other than faculty. These forms are available from the department administrative assistant.

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 Blackboard on a daily basis. Faculty use Blackboard 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

JUNIOR: An intensive orientation to the academic expectations of the junior year in the Social Work Program will take place at the beginning of the fall semester. This orientation is mandatory for all juniors who are currently enrolled in 3000 level SOCW classes. Notices of the date, time and place of the orientation will be provided to students.

FIELD ORIENTATION (SENIOR): An annual senior retreat takes place in August before the start of the fall semester. An orientation process to field education with the senior class takes place in the fall. During the orientation students review the academic requirements for the senior year and discuss the socialization to the field education and future plans for employment or graduate school. This orientation is mandatory for all seniors who are plan on graduating at the end of the year. Notices of the date, time, and place of the orientation will be provided to students.

PROGRAM PROGRESSION

The goal of the Social Work Department is to prepare students for the professional practice of social work. The Department is responsible for creating a learning environment that enables students to become effective generalist social work practitioners. The Department is also responsible for determining whether students have demonstrated the required level of achievement – classroom performance, professional behavior, and ethical behavior – sufficient 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.

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

Students must maintain satisfactory progress towards meeting the following expectations:

1. Academic Performance

BSW students are expected to maintain a 2.50 cumulative GPA and 2.50 GPA in required SW courses.

2. Professional Behavior

- Students are expected to plan and implement effective interventions.
- Students are expected to relate well with clients and client systems, colleagues, agency supervisors, and community systems.
- Students are expected to demonstrate a commitment to and skill in self-evaluation of generalist practice.
- Students are expected to respond to evaluation, testing, and criticism with appropriate modification of behavior.
- Students are expected to problem-solve with peers, faculty, and field agency colleagues in an ethical and professional manner consistent with the NASW Code of Ethics.

3. Ethical Conduct

- Students are expected to demonstrate honesty and integrity in all areas of the academic program.
- Students are expected to adhere to ethical professional standards in all interactions with clients, peers, staff, regular and contract faculty, field education instructors, and all other members of the University community.
- Students are expected to abide by the standards as stated in the NASW Code of Ethics and by the Student Rights and Responsibilities as found in the University Student Handbook.

Progression is a process intended to assure students maintain adequate progress in gaining knowledge, skills, competencies, and behaviors required for graduation and professional practice. Students are automatically advanced and should consider themselves advanced unless they are otherwise informed.

The following steps will be taken when students do not meet the academic performance standards described above.

Academic Probation

- GPA below 2.00 cumulative and a 2.50 in the major
- Receive a grade of less than a “C” in any core SOCW course
- Student shall be notified in writing of academic probation status. Student is required to meet with academic advisor to develop a Professional Development Improvement Plan to meet academic standards by the end of the next sequential semester (summer is not considered sequential). If by the end of the next sequential semester the GPA has not raised to meet academic standard, an Academic and Professional Committee will be constituted – see below.

Unsatisfactory Progress in Field Education

- Grade of less than “C” assigned in field education, indicating unsatisfactory progress
- Field Education Instructor shall immediately notify the student and the faculty liaison. The faculty liaison will notify the Field Education Coordinator, who will send written notice to student that an Academic and Professional Performance Committee meeting will be held to review the student’s status.

Ethical Violations

- Serious Ethical Violation
- Any violation of the NASW Code of Ethics (the professional standard) or the University Code of Conduct shall require a meeting of the Academic Performance Committee.

The list below offers specific examples of behaviors which might violate the NASW Code of Ethics or be deemed as conflicting with professional values and role sets. These examples have been drawn from a content analysis of the professional literature underscoring the responsibility social work educational programs have in order to ensure that graduates meet the standards set forth by the Code of Ethics. The list is intended to be illustrative, not all-inclusive.

1. Challenges in addressing unresolved life issues which persistently interfere with judgment and performance.
2. The decision to not seek professional help or take other steps necessary to protect clients and others when these challenges interfere with professional judgment and performance.
3. Preoccupation with self and self-centered behavior to the extent that it is inappropriate for a professional role.
4. Challenges in one’s ability to develop professional relationships so that effective communication to engage others through effective relational and communication skills cannot be accomplished.
5. Challenges in placing appropriate boundaries between personal and professional relationships with clients, agency co-workers or others who are part of the professional practice environment.

6. Practicing beyond the scope of one's competence.
7. Repeatedly misrepresenting competence or credentials to clients, agencies, others.
8. Repeatedly violating obligations concerning use of privileged information and violation

Academic and Professional Performance Committee

A student who is placed on academic probation, fails to make satisfactory progress in practicum or violates ethical standards is required to meet with the Academic and Professional Performance Committee. The Committee is comprised of the Social Work Department Head, the Field Education Director (if appropriate) and the student's academic advisor, and one practicing BSW or MSW professional and/or a field instructor and/or advisory board member. Each outside committee member signs a confidentiality agreement in accordance with FERPA guidelines. After meeting with the student to fully discuss details of the situation, the Academic Performance Committee determines the conditions for permitting the student to continue in the program or may advise the Dean of dismissal from the program.

TERMINATION POLICY

The Social Work Program honors its commitment to the profession and is obligated to evaluate student's fitness to enter the profession. In assessing whether to terminate a student, the Social Work Program considers academic and professional performance.

Students may be suspended or placed on probation by the university and may be terminated from the Social Work Program for academic reasons as outlined in the UTC Student Handbook located online at: <http://www.utc.edu/dean-students/student-handbook.php> Students may also be terminated from the Social Work Program if they fail to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice.

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 may be terminated at any point of their involvement in the Social Work Program. Termination may occur as a result of a negative evaluation of their performance in a pre-professional placement, when the formal application to the program is submitted, when the application to the field is made, or at any point where their advisor or other social work faculty indicates that there is a concern that would warrant this action.

The procedure for termination is as follows:

1. Student will be notified in writing that there is a concern in reference to their continuation in the Social Work Program. This notification should be in written form from the advisor or other designated faculty.
2. A meeting with the student and the Social Work Program Coordinator will be scheduled.
3. Prior to the meeting the student should receive a written account of the allegations or concerns from the Social Work Program Coordinator.
4. Student should be made aware of their rights and told that they may bring an observer to the meeting.
5. The Social Work Program Coordinator will document in writing the allegations and concerns and the student's response to the allegations and concerns.
6. The Social Work Program Coordinator in consultation with social work faculty members will reach a recommendation on the matter and will report in writing the allegations and the concerns, the student's response to allegations and concerns, and their recommendation to the Department Head of Human Ecology. A copy will be provided at the same time to the student.
7. Student will be informed in writing that he or she has the right to challenge the decision to the extent permitted by the UTC Grievance Procedures for Students as outlined in the Student Handbook located at:
<http://www.utc.edu/dean-students/student-handbook.php>

STUDENTS WITH SPECIAL NEEDS

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 apply to and be accepted to UTC then they are to follow the application process to be admitted to the UTC BSW program. 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.

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 write a university petition which requests the equivalent course substitution. The petition must state the 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. 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.**
5. 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 time-line.

- 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

A program file is maintained for each social work major; this file is maintained in a locked file drawer in the department's main office. The file includes the following:

1. Academic records and academic plan
2. Record of advisement contacts
3. Admissions application
4. Documentation of correspondance (email, letters, etc.);
5. Field application
6. Field evaluations
7. A resume (done at the end of the senior year). The resume will provide an overview of the student's activities by the time she or he leaves the program, and will be useful to faculty in providing future references for the student.
8. Reference letters

The contents of students' files are open to students under the supervision of faculty or the program's administrative assistant. The file may not be removed from the office.

Note: Immediately prior to graduation, students are advised to submit a written release of information for material in their file. This would include faculty references for future positions. **The release of information forms is available from the Program's Administrative Assistant.**

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 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.)
- I** An interim grade for departmental honors courses numbered 495r, indicating work in progress. It must be removed by the end of the next regular semester, or the In Progress becomes an F. IP is also used as an interim grade for Physical Therapy 330, 331, 430, 431 and 490. Removal for all, except PHYT 431, must occur by the end of the next regular semester, or the IP becomes a No Credit (NC). Removal of IPs in PHYT 431 must occur by the end of the following summer semester, or the IP becomes a No credit (NC). The IP will not be computed in the grade point average during the interim.
- IP**
- F** Unqualified failure and the necessity for repeating the course to obtain credit.
- W** Official withdrawal from one or more courses after the first two weeks of classes and up to the last six class weeks before final examinations. Comparable deadlines apply to each of the summer terms.
For students who are receiving Title IV financial aid and who have stopped attending UTC classes without withdrawing officially. The WF is the equivalent of F for all academic purposes. The grade of F, as submitted by the instructor, will be changed to WF by the Records Office. The last day of class attendance will be
- WF** obtained from the instructor and will be used to determine change in enrollment status. The change in enrollment status will be communicated to the U.S. Department of Education as required. The grade of F will be reflected on transcripts and on the report of academic progress. The WF will be on the academic record for internal use only.

GRADE APPEALS POLICY

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.

PART 2: BSW-UTC FIELD MANUAL

I. GENERAL INFORMATION

INTRODUCTION, MISSION, AND GOALS

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).

FIELD EDUCATION MISSION STATEMENT

The mission of the University of Tennessee at Chattanooga Social Work Program is to prepare students for competent generalist social work practice with individuals, families, groups, communities, and organizations. The objective of the field education is to prepare students for beginning generalist social work practice focusing on a social systems perspective. By the conclusion of the field education experience students will demonstrate an entry-level ability to use a broad range of skills transferable across practice settings, diverse client populations, and human needs at all level of practice including individuals, families, groups, organizations, communities, and society.

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 effectively by applying a range of social work theories and evidence-based interventions with individuals, families, small groups, organizations, and communities in all types of 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.
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.

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).

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.

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. Students are supervised by a professional social worker (the field instructor) and by a faculty member (field director and field coordinator) from the Social Work Department. 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.

Students who enter the BSW-UTC program complete a 400 hours (10 credit) generalist field education experience. Students spend approximately 16 hours per week at their placement. This generalist placement exposes students to the knowledge and skills needed to engage in generalist social work practice, enabling them to be competent entry level practitioners.

Diversity, populations at risk of discrimination and oppression, and social and economic justice are stressed. Each field placement also allows students to deepen their understanding of professional values and ethics. Finally, students are encouraged in their field experiences to use evidence, both from the literature and from their own practice evaluations, to inform their work with client systems.

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. Reflection and assessment are incorporated through the use of learning agreements, course activities, and the field seminar.

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 orientation into the functioning of social service agencies and instills the spirit of volunteerism (which is part of the UTC Mission Statement).

FIELD READINESS COMPETENCY SKILLS ASSESSMENT

The Field Readiness Competency Skills Assessment is completed during the spring semester of the junior year as part of the SOCW 4080 course. During the skills assessment students demonstrate baseline skills in the 9 competency areas and are evaluated by social work professors. Students must obtain a score of 80% or higher in order to advance to Field Education I (SOCW 4120).

FIELD EDUCATION PREREQUISITES

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.

PREREQUISITES

SOCW 1100 – Introduction to the Social Work Experience
SOCW 2070 – Interviewing Skills
SOCW 2010 – Introduction to Social Policy: A Child and Family Perspective
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

In addition to meeting the above prerequisites for field instruction, students must have the explicit permission of the Social Work Field Education Director before they may be assigned a field placement. Near the end of each spring semester, the Social Work Field Education Director approves or denies approval to those students who have submitted an application, résumé, and "Readiness for Field Work" presentation by the announced deadline.

Students who are denied permission to enter the field experience are notified by the Field Education Director in writing. Students experiencing significant difficulty with professional conduct and academic issues preventing him or her from meeting the requirements for field education are required to meet with both the Social Work Program Coordinator and Field Education Director. 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 Field Education Director will not be responsible for this delay.

BEGINNING FIELD

The field placement process is initiated during the BSW students second semester of their junior year. The student will attend a Field Education fair allowing them to explore possible field sites. Upon completion of the field fair, students will complete the field application process, including the field interest form, and submit to the Director of Field Education.

INTERVIEW WITH THE FIELD DIRECTOR

The interview with the field director will result in initial outreach by the student and field director to a potential field placement. During this interview, the field director will review the current field placement openings that match the student's areas of interest. The field director will review student's resume. Once an appropriate field placement agency is determined, the field director will send an email to the agency introducing the student. It is then the student's responsibility to respond to the agency and set up an initial interview with that agency by the field director's stated deadline.

INTERVIEW WITH FIELD PLACEMENT AGENCY

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 her/his learning goals, then the field placement is confirmed with the field director.

SECURING THE FIELD PLACEMENT

In order to secure the field placement and prior to clocking hours, the student must complete the following: Field Confirmation Form, Tennessee Bureau of Investigation Background Check and Fingerprinting, Liability Insurance, and Field Hours form.

PRIOR TO ENTERING FIELD

In addition to interviewing and returning all paperwork, including the background check and liability insurance, the student is also responsible for the completion of training and/or any processes required by the placement agency for new students.

FIELD EXPERIENCE IN PLACE OF EMPLOYMENT

For field experience to take place in agency of employment, the following conditions must first be met:

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 an 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 an 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 two semesters of field education in one agency placement. 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 and the field director. No student may independently change placements or terminate placement. 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 resolution is not forthcoming, the student will be assisted in locating an alternative placement with as little disruption to the learning process as possible.

TERMINATION FROM FIELD PLACEMENT/REMEDATION PROCESS

The BSW-UTC program honors its commitment to the profession and is obligated to evaluate student's fitness to enter the profession. 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, or an administrator has concerns about a student's professional performance, the following steps are to be followed by the faculty member, field instructor, or administrator:

- discuss his/her concerns with the student in order to assist the student in resolving the issue(s); and
- document the dates and content of meeting with the students; and
- inform the MSW-UTC Field Director and/or Program Director of the concerns and the plans for resolving the concerns.

Resolution and correction of the professional performance will resolve the problem/concern and ends this process. In cases when this process is not successful, the concern should be brought to the attention of the appropriate director (BSW-UTC Program Director, Director of Field Education, Director/Dept. Head of the School of Professional Studies) if the individual has not been notified already.

Once the administration has been notified, the program director will work with the student to address the concerns as noted. Students will be invited to a meeting with the program director, faculty and/or field supervisors who are involved in instruction, and one

additional faculty member who does not have personal connection with the student and who is not directly involved in the student's instruction. The student will receive a written summary of the meeting along with any agreements made with the student to modify his/her behavior in a way that will comply with the required professional standards for the profession.

In assessing whether to terminate a student, the BSW-UTC program considers academic and professional performance. While a student may be terminated from the program for academic reasons, students may also be terminated from the MSW-UTC 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).

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 make adjustments to 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.

If a student exhibits behaviors that are serious enough to raise concerns about a student's ability to engage in professional practice, and when prior meetings have proven

unsuccessful in resolving concerns, the program director in consultation with the SPS Dept. Head/Program Director will use the following procedures:

1. Student will be notified in writing that there is a concern in reference to their continuation in the Social Work Program. This notification should be in written form from the advisor or other designated faculty and provide an account of the allegations or concerns.
2. A committee will be assigned to meet with the student and to review and consider the allegations. This committee should include a combination of BSW-UTC faculty as well as faculty who are not connected with the student.
3. Student 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. The meeting will be taped.
5. The committee will render a decision of the student's guilt/innocence of the behavioral allegation(s) and to recommend appropriate sanctions, which may include termination from the program; and will document in writing their decision.
6. A copy of the committee's rendering will be given to the student.
7. Student will be informed in writing that he or she has the right to challenge the decision to the extent permitted by the UTC Graduate School as outlined in the UTC Graduate School Catalog.

When the committee determines that a student's behavior warrants termination from the program, the committee will make a formal recommendation to the BSW-UTC Program Director and the SPS Dept. Head/Director. The student will be given the opportunity to respond to the committee's recommendations, which may include following the policies as outlined by UTC to file an appeal.

Students may be terminated at any point of their involvement in the BSW-UTC program.

III. 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. Assuming professional responsibility and appropriate accountability for assigned client services and other agency activities.

3. Preparing a *Field Education Learning Agreement I & II* with the field education instructor's input and revising as necessary.
4. Participating in weekly supervisory conferences with the field education 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 education instructor of new learning needs.
5. 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.
6. Obtaining agency approval for the use of any case material or records outside of the agency while maintaining accepted standards of confidentiality.
7. Informing the field education instructor of classroom assignments that relate to field education instruction and sharing material when relevant.
8. Conferring periodically with the field education director about learning experiences and any problems and/or concerns related to the field education assignment.
9. Providing or arranging for transportation to and from the field education placement.

FIELD EDUCATION DIRECTOR

The field education director 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. Field Director 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 EDUCATION 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 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 temporarily 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:

- 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;
- The BSW field instructor has less than two years' experience.

In these cases, the learning needs of the students will be assessed along with the agency's ability to provide quality supervision and training. When deemed appropriate by the BSW-UTC field director, an off-site BSW field instructor will be assigned to serve as the overall supervisor and to provide regular supervision to the BSW-UTC student.

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 BSW-UTC program uses the CSWE Competencies (EPAS 2015) for its field education outcomes. Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies (CSWE Educational Policy and Accreditation Standards, 2015).

The field education competencies can be delineated into a series of measurable learning behaviors and activities that will guide the student and field education instructor in developing the *Field Education Learning Agreements I & II*. Students are expected to integrate the competencies into learning behaviors/activities for all of the field education outcomes. Expectations are developed around each competency and the activities used to achieve each, depending on what stage the student is in the field education and the professional experience that he/she may already have.

The intent of the education is to help students apply knowledge acquired in the classroom and develop fundamental skills through exposure to multiple social work roles and approaches to practice. At the end of the foundation year, and completion of the Learning Agreement I, students are prepared for entry-level generalist practice, and have started the process of professional development and have a base on which to build for advanced and specialized skills, knowledge, and practice. At the end of the advanced concentration year, and completion of the Learning Agreement II, students are prepared for advanced practice, with a concentration on working with individuals, families, groups, and communities as the age through the life span.

The Field Education Learning Agreement & Evaluations are designed to help the student and field education instructor identify individual learning objectives and experiences or activities that will meet those objectives. It serves as a framework from which to select participatory activities that will benefit the student. The field education instructor can use the Field Education Learning Agreement & Evaluation I & II to decide which of the

agency's educational opportunities (cases, projects, meetings, etc.) is most appropriate for the student's current objectives and professional skills. The Field Education Learning Agreement & Evaluation I and II can be modified as objectives are achieved, new needs emerge, or additional education experiences become available.

The Field Education Learning Agreement & Evaluation I & II is developed by the student and the field education instructor in consultation with the field education director, and makes explicit what the student's learning focus will be. Thus, it is a major tool for evaluating the student's progress toward meeting his/her learning objectives.

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 visit will be conducted prior to mid-term
- A second site visit will be scheduled near the end of the first semester
- A third visit will be scheduled prior to the mid-term of the second semester
- A fourth and final site visit will be scheduled when the student is nearing completion of the field hours

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