



# **MSW-UTC Student Handbook**

Social Work Program  
Chattanooga State Office Building  
Dept. 3133, 540 McCallie Ave.  
Chattanooga, TN 37403  
<http://www.utc.edu/social-work/>

The goal of the student handbook is to provide students with a general source of information on the program's policies and procedures. However, information and policies in the MSW-UTC Student Handbook and Field Manual are subject to change. The information in this handbook and field manual is in no way intended to serve as a contractual agreement and does

not supersede the university and trustee regulations. It is the student's responsibility to stay current with the policies and procedures of the University and the MSW-UTC program. *(Updated Fall 2021)*

# **MSW-UTC STUDENT HANDBOOK**

## **TABLE OF CONTENTS**

- I. GENERAL INFORMATION**
  - A. Welcome and Introduction
  - B. Mission Statement
  - C. Accreditation and Social Work Competence
  - D. Social Work Profession and Social Work Ethics
  - E. Program Goals
  - F. Program Objectives
  - G. Admissions Requirements
    - a. Degree Regular Admission
    - b. Degree Conditional Admission
    - c. Master of Social Work Program Admissions Criteria
    - d. Requirements for 60 Credit-Hour Program
    - e. Requirements for Full-Time Advanced Standing Program (36 credit hours)
  - H. Curriculum
  - I. Field Learning Component
  - J. Signature Assignments
  - K. Community Advisory Board (CAB)
- II. ACADEMIC AND UNIVERSITY POLICIES**
  - A. Academic Integrity
  - B. Advisement
  - C. Credit for Life or Employment Experience
  - D. Duplicate Courses or Content
  - E. Enrollment Status
  - F. Grading Philosophy
  - G. Grade Appeal
  - H. Grievances vs. Faculty Appeal Process
  - I. Graduation Requirements
  - J. Leave of Absence: General/Stop Out
  - K. Leave of Absence: Pregnancy/Childbirth/Adoption Leave
  - L. Re-engagement in MSW-UTC Following Leave of Absence or Stop Out
  - M. Termination Policy: Academic
  - N. Termination Policy: Non-Academic: Failure to Achieve Professional Skills/Behaviors/Fitness/Professional Performance
  - O. Time Limits on Earning the MSW-UTC Degree
  - P. Transfer Credit
  - Q. Withdrawal from Graduate Courses
  - R. Withdrawal from the MSW-UTC Program
- III. STUDENTS' RIGHTS AND RESPONSIBILITIES**
  - I. Student Conduct
  - II. Honor Code
  - III. Professional Behavior Expectations
  - IV. Criteria for Student Performance Evaluation and Review
  - V. Process for Termination
  - VI. Student Appeal Procedure

#### **IV. APPENDICES**

- I. Appendix A: CSWE Competencies and Behaviors
- II. Appendix B: Specialized Competencies and Behaviors
- III. Appendix C: MSW-UTC Curriculum Grid
- IV. Appendix D: Course Descriptions

## **I. GENERAL INFORMATION**

### **WELCOME AND INTRODUCTION**

Welcome to the Master of Social Work program at the University of Tennessee at Chattanooga (MSW-UTC). 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 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 MSW-UTC program is an evening program designed to prepare individuals for advanced social work practice as they work with individuals, families, groups, and communities as they age through the life course. Advanced practice at the MSW level refers to refined training of candidates for the use of social work knowledge, values, and skills in specialized areas of practice. Advanced social work practice encompasses knowledge and methods of engagement, assessment, intervention, and evaluation used in non-profit, for-profit, public, and private social service settings to promote the well-being of targeted populations. The knowledge and skills learned in an MSW-UTC program are used across a wide variety of career fields, including medical social worker, hospice social worker, clinical social worker, volunteer coordinator, group home manager, and nephrology social worker.

Field education is the signature pedagogy of social work education. The MSW-UTC program is pleased to offer a wide variety of agencies that can serve as field internship sites. Students complete 900 hours during their internship experiences. Employment-based internships may be offered for students who have been employed in their social work agency for six months, or longer, and are able to provide documentation of opportunity for new growth and learning within the setting. While classes meet in the evening, the majority of the field experience hours occur during daytime agency hours.

As an MSW-UTC student, you will be encouraged to pursue your own interests and goals as well as the goals of the program in order to become an active and independent learner. Each member of the MSW-UTC faculty stands ready to assist you, and we look forward to establishing a team effort towards your social work education and career.

This handbook is intended to acquaint you with the program, serve as a reference, and supplement the university catalog. Again, welcome to the MSW-UTC program.

## **MISSION STATEMENT**

The mission of the MSW-UTC program is to equip students to meet the growing need for advanced social work practitioners to serve individuals, families, groups, and communities in the Southeast Region of Tennessee as they age through the life course. As advanced practitioners, graduates will have a common body of social work knowledge, values, and skills, as well as specialized knowledge and skills to serve aging adults and their families. Graduates will be prepared for practice informed by the principles outlined in the NASW Code of Ethics and transferable among diverse human service settings and population groups.

## **ACCREDITATION AND SOCIAL WORK COMPETENCE**

The Council on Social Work Education (CSWE) is the accrediting body for social work education. The MSW-UTC program has been fully accredited by CSWE since March 2019. The program will be reviewed to reaffirm the accreditation status in the spring of 2022. Students graduated from this program are eligible to seek licensure as graduates from a fully CSWE accredited program.

The MSW-UTC program utilizes a competency-based curriculum that has been designed to comply with the CSWE's Educational Policy and Accreditation Standards (EPAS 2015). CSWE has delineated nine competencies that must be adequately addressed in the MSW curriculum, and we have added two additional competencies that focus on advanced practice with individuals and families as they age through the life course.

These competencies are outlined in our MSW-UTC Program Goals and Objectives. The complete listing of the CSWE Competencies (EPAS 2015) and the MSW-UTC Specialized Competencies can be found in Appendix A. (pp. 30-31) and Appendix B. (pp. 32-34).

## **SOCIAL WORK PROFESSION AND SOCIAL WORK ETHICS**

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

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

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

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

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. To read the entire Code of Ethics, please click on the link: [NASW Code of Ethics](#).

## **PROGRAM GOALS**

The goals of the MSW-UTC program emerge directly from its defined mission, the character of the region being served, and the competencies of professional social work practice as defined by the Council on Social Work Education. To fulfill the above mission, the goals of the MSW-UTC program are:

1. Prepare ethical and competent professionals for advanced practice with specialized knowledge and skills for serving individuals, families, groups, and communities as they age through the life course as well as serve aging adults and their families; and
2. Prepare ethical and competent professionals who value diversity, promote human rights and social justice, practice with cultural sensitivity, and display a commitment to service.

## **PROGRAM OBJECTIVES**

The MSW-UTC Program's mission and goals inform the design and organization of the curriculum. Courses in the foundation and advanced curricula contribute to student achievement of the following objectives, which, in turn, advances the attainment of the MSW-UTC Program objectives as well as the attainment of competence as defined by the CSWE; EPAS 2015.

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. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The complete listing of the CSWE Competencies (EPAS 2015) and the MSW-UTC Specialized Competencies can be found in Appendix A (pp. 30-31) and Appendix B. (pp. 32-34)

## **ADMISSION REQUIREMENTS**

Students applying for admission to the MSW-UTC program must meet the university-wide requirements for graduate admissions. The following admission criteria are explained in The University of Tennessee at Chattanooga [Graduate Catalog](#).

### **Degree Regular Admission**

Degree regular admission requires the following:

- 2.70 minimum GPA for all undergraduate work taken for the baccalaureate degree or
- 3.00 GPA for the last two years of undergraduate coursework or

- 3.00 GPA for 30 or more semester hours of undergraduate credit earned **after** earning the first bachelor's degree or
- 2.70 GPA for the last two years of undergraduate academic coursework and a 3.00 GPA on **fewer than** 24 hours of graduate coursework or
- 3.00 GPA for **24 or more** graduate hours or
- An earned master's degree or higher-level degree with at least a 3.00 GPA.

### **Degree Conditional Admission**

Students who do not meet one of the academic standards of the university may be offered conditional admission status into the MSW-UTC program. Students admitted to conditional status are eligible for advancement into the next academic semester after earning a cumulative 3.00 GPA or better on a minimum of six hours of graduate level coursework taken during their first semester at UTC. Students not attaining the minimum 3.00 GPA during their first semester will be ineligible for continuation into the next semester and dismissed from the program.

The admission requirements are consistent with those of existing master's degree programs offered at UTC as described in the University of Tennessee at Chattanooga Graduate Catalog.

### **Master of Social Work Program Admissions Criteria**

In addition to the minimum requirements for graduate admission to the university, students must meet the following requirements specifically for the MSW-UTC program.

- Submit a personal narrative describing interest and suitability for social work practice, past and current volunteer and work experience relevant to social work practice, and an assessment of personal strengths and areas needing further development during the MSW-UTC education experience.
- Two professional letters of reference.
- Participate in a Zoom Interview with Social Work Faculty.

Students seeking admission into Advanced Standing must meet the following additional requirements.

- Hold a BSW degree, completed within the last seven (7) years, with a cumulative GPA of 3.0 and a social work GPA of 3.25 from a program accredited by the Council on Social Work Education.



- Submit a letter of reference from a Director of Field Education or coordinator that documents successful completion of a 400-hour field internship from a program accredited by the Council on Social Work Education.

### **Admission and Program Completion Requirements for MSW-UTC Program (60-credit hours)**

Students with undergraduate degrees from fields outside of social work, such as psychology, education, nursing, English, or math complete a two-year program where the first year of courses provides a foundation for social work knowledge, values, and generalist practice skills followed by a second year for concentrating on specialized practice methods for specific populations. This program can be completed as full-time or part-time student.

MSW applications for the 60-hour program are accepted one time each academic year. Applications will open December 1 and close on February 15. **Once applications are complete, faculty will be alerted that applications are ready for review. Faculty will begin reviewing applications in March and applicants should expect to receive a Zoom interview request between March and April. Decisions for acceptance will be sent out on a rolling basis until the cohort is filled. Applications are submitted via an online platform through a link on the UTC Graduate School or the Social Work Program webpage. Faculty will review and respond to students as to the status of their application in a timely manner. Students are admitted into the 60-hour program once each year and the program begins in August.**

### **Admission and Program Completion Requirements for Advanced Standing Program (36-Credit Hours)**

Advanced Standing is defined as the awarding of academic credit toward an MSW degree by the MSW-UTC Program for prior baccalaureate course or field work completed at an undergraduate social work program that has been accredited or is in candidacy by the Council on Social Work Education (CSWE). For the purposes of granting Advanced Standing credit under this paragraph, an accredited undergraduate social work program is one that is accredited by the Commission on Accreditation of the Council on Social Work Education as posted in the Council's Directory of Colleges and Universities with Accredited Social Work Degree Programs.

To be eligible for the MSW-UTC Advanced Standing 36-hour program, students must have obtained their BSW within the last seven years from an undergraduate BSW program accredited by CSWE. Students must have a cumulative GPA of 3.0 and a social work GPA of 3.25. Advanced standing students will complete two summer seminars and matriculate into the advanced year. Applicants with cumulative overall GPAs lower than 3.0 and lower than 3.25 in the social work curriculum will rarely be considered for the 36-hour program. Additionally, if an Advanced Standing applicant received a grade of “C” or lower in any social work foundation courses as a BSW student, they may be asked to re-take these courses by the MSW Program Director as a condition of admission.

MSW applications for the advanced standing program are accepted one time each academic year. Applications will open November 1 and close on February 1. **Applications are submitted via an online platform through a link on the Social Work Program webpage. Once applications are complete, faculty will be alerted that applications are ready for review. Faculty will review and respond to students regarding the status of their application in a timely manner. Applicants can expect that applications will be reviewed in early March and applicants should expect to receive a Zoom interview request in March. Decisions for acceptance will be sent out on a rolling basis until the cohort is filled. Students are admitted into the advanced standing program once each year and the program begins in May.**

Admission Deadlines		
Program	MSW – UTC Program	Advanced Standing MSW Program
Program Length	60 Credit Hours	36 Credit Hours
Application Window	Dec 1 – Feb 15	Nov 1 – Feb 1
Application Review Begins	March	Early March
Applicant Zoom Interviews	Mar – Apr	March
Acceptances	Rolling	Rolling

## CURRICULUM

The MSW-UTC program assumes two levels of professional preparation: generalist-level social work practice and specialized practice emphasizing services to individuals, families, group, and communities as they age through the life course. The specialized practice level is distinguished by increased complexity, depth, and range of knowledge and skills in preparation for specialized practice with individuals, families, groups, and communities as they age through the life course.

The MSW-UTC program prepares students for specialized social work practice. Courses equip students to provide competent services to individuals, groups, and communities throughout the Chattanooga region, with special emphasis on serving individuals, families, and communities as they age through the life course. Graduates of the program will be prepared for employment as social workers in numerous fields and agencies. Graduates of the program will also be able to obtain licensure as clinical social workers.

The MSW-UTC program will provide coursework to meet the needs of learners. All required courses are offered in the evening. While this program is primarily a face-to-face program, online and/or hybrid options may be used for selected courses. Students will also complete 900 hours of field education (400 hours in the generalist curriculum and 500 hours in the specialized curriculum) under the supervision of the Director of Field Education and assigned agency MSW field instructors. Advanced Standing students completing the 36-hour program will complete 500 hours of field education in the specialized curriculum. All field students develop learning contracts at the beginning of their internships that

outline how they will demonstrate mastery of the social work competencies and behaviors learned in the classroom.

The generalist curriculum of the MSW-UTC program involves 30-credit hours of foundation-level courses. These courses equip students with the knowledge, skills, and professional values that form the core of generalist social work practice. The specialist-level courses involve 30-credit hours emphasizing advanced practice for serving individuals, families, groups, and communities as they age through the life course. The curriculum grid and the course descriptions for all the social work courses are included in Appendix C (pp. 35) and Appendix D (p. 36 - 38 ).

## **FIELD LEARNING COMPONENT**

Field education is considered the ‘signature pedagogy’ and an essential element of graduate-level social work education. The MSW-UTC program is pleased to offer a wide variety of agencies that can serve as field internship sites. Employment-based internships are offered, and often encouraged, for students who have been employed in their social work agency for six months, or longer, and are able to provide documentation of opportunity for new growth and learning within the setting.

The field placement provides critical opportunities for students to apply the knowledge and skills learned in the classroom to real life interactions with clients in a safe, supervised setting. Students not only interact with clients and professionals in the field, but they also bring actual practice experiences back to the classroom. Students can observe the benefits and challenges of working within various organizational settings with diverse client populations. By working under the direct supervision and instruction of a competent MSW practitioner, students can acquire and demonstrate their own ability to provide advanced social work services in micro, mezzo, and macro settings with the clients and client groups as they age through the life course. Through this experience, students become socialized to the profession and can deepen their understanding of the profession’s values and ethics as well as its commitment to social and economic justice.

## **SIGNATURE/EMBEDDED ASSIGNMENTS**

The MSW-UTC program students are required to complete signature assignments that are embedded in courses throughout the curriculum. These signature assignments are aligned with the CSWE Competencies. Students are required to address and provide evidence of their learning and demonstration of the social work competencies through these assignments. The signature assignments are an important part of the MSW-UTC program and will serve as an assessment measurement for the

entire social work educational experience. Students are required to address all levels of practice as noted by CSWE, i.e. individuals, families, groups, organizations, and communities as well as the four dimensions as outlined by CSWE: Knowledge, Skills, Values, and Cognitive/Affective Processes.

## **COMMUNITY ADVISORY BOARD**

The advisory board provides critical feedback to the MSW-UTC program regarding current issues that are happening in local social service agencies as well as provide valuable feedback on the efficiency and effectiveness of the field placement process and the perceived preparedness of students to be successful interns. Based on the ever-changing needs of social service agencies, community-based practitioners are in a good position to provide relevant and current feedback on what areas new graduates are most or least prepared for social work practice.

The advisory board for the social work program consists of social work professionals, social work field instructors, and student representatives. The advisory board responsibilities are advisory and do not involve decision-making regarding policy or policy implementation for the Social Work Field Education Program. The advisory board generally meets once a semester.

## **II. ACADEMIC AND UNIVERSITY POLICIES**

The goal of the student handbook is to provide students a general source of information on the program's policies and procedures. However, information in the MSW-UTC handbook and the policies are subject to change. The information in this handbook is in no way intended to serve as a contractual agreement. It is the student's responsibility to stay current with the policies and procedures of the University and the MSW-UTC Program.

### **ACADEMIC INTEGRITY**

MSW-UTC students are expected to be intellectually honest and forthright in their academic and field placement activities. All work MSW-UTC students complete for all courses should be their own. MSW-UTC students are expected to give credit to the sources used in their work by including appropriate citations and identifying direct quotations with quotation marks and providing complete reference information. Academic misconduct includes the following behaviors: plagiarism, cheating, fabrication, or facilitating any such act. The following definitions apply:

- (1) Plagiarism - The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper acknowledgment.
- (2) Cheating - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- (3) Fabrication - Unauthorized falsification or invention of any information or citation in an academic exercise.
- (4) Facilitation - Helping or attempting to help another to violate a provision of the institutional code of academic misconduct.

UTC has an established policy for addressing issues of academic integrity. The MSW-UTC program abides by [The Honor Code](#) as posted on the Graduate School webpage and stated in the UTC Student Handbook.

### **ADVISEMENT**

The MSW-UTC program students are assigned a full-time faculty member for academic and professional advising upon admission to the program. Academic advising consists of consultation and guidance provided to students related to their planned course of study, information about the specialized concentration, and course scheduling and registration.

Academic advisors may also provide consultation and guidance for students related to academic performance concerns that are identified by course instructors, field instructors, and/or the student themselves. Professional advising consists of consultation and guidance regarding professional development, career planning, identification of appropriate employment opportunities, application for employment, and other issues related to a student's professional career or employability.

Advisors are available to meet with their advisees on an as-needed basis throughout the academic year. Meetings can take place in person or via Zoom. The MSW-UTC program strongly recommends that students schedule at least one meeting per semester with their advisors. The MSW-UTC program additionally recommends that such meetings take place during the two weeks prior to the opening of registration for the following semester, in order to allow advisors to review the student's planned course schedule and to make sure that the student is on track to graduate in their desired time frame. It is the responsibility of the student to seek academic and professional advising as necessary.

### **CREDIT FOR LIFE OR EMPLOYMENT EXPERIENCE**

In accordance with the Educational Policy and Accreditation Standards (EPAS 2015) by CSWE, the MSW-UTC program does not grant social work course credit for life experience or previous work experience.

### **DUPLICATE COURSES OR CONTENT**

The MSW-UTC program seeks to prevent duplication or repeating of academic content completed during their undergraduate experience. The MSW-UTC program will work with students to examine the curriculum content previously completed to avoid repeating work previously accomplished. The MSW-UTC Advanced Standing program is available to students who have completed a BSW from a CSWE-accredited institution within the last 7 years.

Students who have completed a BSW from a CSWE-accredited institution who are referred to the 60-credit hour MSW-UTC program will work with faculty to ensure that they are not duplicating previous experiences. Students will be asked to submit syllabi for review and meet with the MSW Program Director and the course faculty to ensure that they are not completing the same assignments. If it is deemed that the course is a duplication of content, students will be exempt from the specific course; however, students will not be exempt from the credit hours and will need to make up the hours by taking another elective course that is approved by the MSW-UTC program. For students who need to remain in the course to obtain some of the non-duplicated course content, faculty will assign substitute assignments to ensure that the previous coursework is not being duplicated.

## **ENROLLMENT STATUS**

At UTC, graduate students are considered full-time when enrolled for 9 or more graduate credit hours. In order to complete the MSW-UTC program in two years, students must be enrolled for 15 credit hours per semester for four-semesters. Curriculum plans can be created to assist students to complete the curriculum in a time frame that works for them. These plans are created by meeting one-on-one with the MSW Program Director.

## **GRADING PHILOSOPHY**

### *MSW-UTC Grading Scale*

The MSW-UTC program is a competency-based academic program. Students in this program should be able to demonstrate competence through all assignments and tasks given. The MSW-UTC program's commitment to the consistent assessment of competence is demonstrated by the grading policy that is used in the MSW-UTC Coursework. Both course and field assessments are created to measure learning through engagement, contribution, and the creation and presentation of high-quality deliverables and practice skills.

**A = 90 - 100%** (Advanced Competence/Mastery; Student consistently exceeds competency standards; demonstrates the ability to grasp, apply, *and* extend key concepts, processes, and skills; clearly demonstrates exceptional understanding of material and competence)

**B = 80 - 89%** (Developing Competence consistently; Student consistently meets the competency standards; grasps and applies key concepts, processes and skills.)

**C = 70 - 79%** (Beginning Competence; Student is beginning to grasp and apply key concepts, processes, and skills, demonstrates a growing understanding and ability to apply the course content and/or relate to CSWE competencies)

**D = 60 - 69%** (Below Basic Competence/Needs Improvement; Student has many gaps in understanding of concepts; demonstrates limited ability to grasp and apply key concepts, processes, and skills; content and competencies do not connect.)

**F = 59% and below** (Competence is missing. Application and connection between content and CSWE competencies are missing/unacceptable; student consistently misses deadlines, assignments, or submits unsatisfactory work)

## **GRADE APPEAL**



The Graduate School at UTC has an established policy for grade appeals. The MSW-UTC program follows this [6-step process for grade appeals](#) as posted on the webpage of The Graduate School.

The UTC Graduate School six-step process includes the following:

**Step 1.** The student shall consult with the instructor within five (5) working days after grades are made electronically available to students. If an agreement is reached, the appeal process ends.

**Step 2.** If the student cannot reach the professor or if the complaint is not resolved, the student must contact the department head or director within 10 working days of the date grades were mailed. The department head/director will attempt to resolve the complaint in consultation with the instructor and the student individually or together. Within 5 working days of the initial contact by the student, the department head/director will notify or confirm in writing to the student the results of this consultation. The department head/director will also notify the graduate coordinator of the program in which the student is enrolled. If an agreement is reached, the process ends. If the department head/director is the instructor of the course involved in the complaint and the problem cannot be resolved through Step 1, the department head/director will notify the student in writing of their decision, and the student may proceed with Step 3.

**Step 3.** If an agreement is not reached at the departmental level and the student wishes to appeal, the student must obtain, complete, and return to The Graduate School office a grade appeal form within 10 working days after being mailed notification or confirmation by the department head of the departmental decision. The form includes a place for the signature of the department head or director indicating that the first two steps have been followed, the signature of the dean of the appropriate college or school, a request for a hearing before the Graduate Council Appeals Committee and supporting information to justify the student's appeal.

**Step 4.** The dean of The Graduate School will arrange a grade appeals meeting to be held within 10 working days after receiving the grade appeal form. Present at the meeting will be the Graduate Council Appeals Committee (the Chair of the Graduate Council and three members of the Council), the student, the faculty member, the dean (or their designated representative) of the college or school in which the appeal originated, the dean of The Graduate School, and up to two non-voting faculty members of the department affected. The student will be given time to present their case with a question-answer period following. The faculty member will then present their response followed by another question-answer period. The student

and faculty member may be present during both presentations and during both question-answer periods, and both presentations must adhere to the issues covered in the written appeal. When the committee deems it has sufficient information to determine the case, the student, faculty member, and visiting members of the department will be asked to leave, and the committee will begin its deliberation and make its decision. If the committee decides that additional information is needed, the chair may request such information orally or in writing before the committee makes a decision.

**Step 5.** The committee will recommend that 1) the grade previously assigned be upheld; or 2) the faculty member be asked to change the grade; or 3) the grade of "I" be assigned until completion of specified requirements agreed upon by faculty and student. The dean of The Graduate School will send a copy of the recommendation to the student, the faculty member, the graduate coordinator, the department head/director, and the academic dean. Within 10 working days after being mailed the recommendation, the student and faculty member must each notify the dean of The Graduate School of an intention to accept or reject the recommendation. If both faculty and student agree to accept the recommendation of the committee, the process ends. If that recommendation includes a grade change, the faculty member will make the necessary change and notify the dean of The Graduate School that the change has been made. The graduate dean will then notify the student of the change. If no response is received after 10 working days, then the recommendation of the grade appeal committee is upheld as the final decision.

**Step 6.** If either the student or faculty chooses to reject the recommendation and wishes to continue the appeal process, the dean of The Graduate School will notify the faculty member as well as the graduate coordinator, the department head or director, and the dean. The dean of The Graduate School will then submit all materials to the Chancellor who may request additional information/materials from either/both parties. The Chancellor's decision is final, and a copy of that decision will be mailed to the student, the faculty member, the graduate coordinator, the department head/director, the dean, and the dean of The Graduate School.

### **GRIEVANCES VS. FACULTY APPEAL PROCESS (OTHER THAN GRADE APPEALS):**

The Graduate School at UTC has an established policy for addressing grievances that do not relate to grade appeals. The MSW-UTC program abides by the policy as posted on the webpage of the UTC Graduate School and is summarized here.

Occasionally, students may have issues or complaints regarding members of the faculty that are unrelated to grading. Section 5.3.1 of the Faculty Handbook (Faculty/Student Relationships in the Classroom) includes the following guidelines on Academic Disputes:

“Complaints or grievances will arise occasionally in the faculty-student relationship and should be clarified at the earliest possible time and at the level closest to the locus of the complaint. Students who have such complaints are urged to address them directly to the faculty member in an appropriate setting. It is understood that some issues may need to be addressed to the nearest administrator, generally the department or program unit head. Every effort should be made to resolve such matters informally by conversation. A matter unresolved on the departmental level may be brought to the appropriate dean and, after that, the provost. Specific policies for grade appeals and for allegations of sexual harassment are found elsewhere in this publication and the Student Handbook” (pp. 4 -5).

If after the above process, a student feels that they need to appeal further, students will follow the 5-step process for Student Appeals as outlined by the [UTC Graduate School](#) and included here:

Following written notification of dismissal from the program, the student has the right to appeal. Students who wish to appeal their dismissal should contact the UTC Graduate School office for the necessary forms and to review the procedures of the appeal. A written appeal, including a documented rationale for the basis of the appeal, must be submitted to the Department Head/Program Director within five working days. In all cases, the program faculty shall be presumed to have taken appropriate action and the student appealing shall have the burden of proof to the contrary.

**Step 1.** Within five working days of receipt of the student’s written appeal, the Department Head/Program Director will meet with the student and review the student’s written appeal with him/her in person. If the student declines such a meeting, the department head/director will proceed to Step 2.

**Step 2.** Within five working days of the meeting described in Step 1, the department head/program director (in consultation with the dean of the academic college) will notify and confirm in writing to the student the results of this appeal. The head/director will also notify the dean of The Graduate School regarding the results of this appeal. Copies of this notification will be sent to the program faculty.

**Step 3.** If the student is not satisfied with the decision of the Department Head/Program Director, he or she may appeal this decision

to the Graduate Council Appeals Committee (the Chair of the Graduate Council and three members of the Council). Such appeal must be made within five working days of notification of the head/director's decision.

**Step 4.** Within five working days of receiving the student's written appeal, the Graduate Council Appeals Committee will meet to hear the student's appeal. The Chair of the Graduate Council shall preside over this hearing as a non-voting chair. The student may bring such materials and/or witnesses as necessary to support his or her position. The Department Head/Program Director and/or a representative(s) of the program faculty may also attend this hearing in order to explain the reason(s) for the dismissal and answer questions. After hearing, the dean of The Graduate School will notify and confirm in writing to the student the results of this appeal. The graduate dean will also notify the college dean and the department head/director, who will in turn notify the program faculty.

**Step 5.** If the student remains unsatisfied with this decision, he or she may appeal in writing to the Chancellor of the University. Such request must be made within five working days of notification from the dean of The Graduate School. The dean of The Graduate School shall forward all pertinent information to the Chancellor with a recommendation. The Chancellor's decision shall be made within ten working days and shall be considered final.

## **GRADUATION REQUIREMENTS**

The MSW-UTC program follows the [guidelines and policies for graduation](#) as outlined by the UTC Graduate School. Additionally, students must successfully complete all requirements as outlined by CSWE for the Field Practicum experience.

## **LEAVE OF ABSENCE: GENERAL/STOP OUT**

The MSW-UTC program follows the policy as outlined by the UTC Graduate School in situations when students find they must take a [stop out](#)/leave of absence from the program for unusual/extenuating circumstances.

## **LEAVE OF ABSENCE: PREGNANCY/CHILDBIRTH/ADOPTION LEAVE**

The MSW-UTC program follows the policy as outlined by the UTC Graduate School for [pregnancy, childbirth, and adoption leave.](#)

## **RE-ENGAGEMENT IN MSW-UTC PROGRAM FOLLOWING LEAVE OF ABSENCE**

Following an approved leave of absence, a student should contact the MSW-UTC Program Director in order to return to the program a minimum of 30 days prior to the start of the semester in order to re-engage in the MSW-UTC program. The student will need to meet with the MSW-UTC Program Director to review degree progress and to review course progression for degree completion. Per the UTC Graduate School policy, a student must apply for readmission and re-engagement with the graduate program. If a student fails to enroll once the leave has expired, that student will be dismissed from the program.

### **TERMINATION POLICY: ACADEMIC**

The MSW-UTC program follows the UTC Graduate School policy for continuation standards and academic termination. In summary, students must maintain a 3.0 grade point average on all courses taken for graduate credit. If the standard is not met, one of the following actions may be taken: Probation or Academic Dismissal. Students should review and refer to the UTC policy for [Continuation Standards and the Academic Dismissal](#).

### **TERMINATION POLICY: NON-ACADEMIC**

The MSW-UTC program outlines a policy for the assessment of Professional Performance in the section III of this handbook: Students Rights and Responsibilities (pp. 18 - 23).

### **TIME LIMITS ON EARNING THE MSW-UTC DEGREE**

The Graduate School at UTC has a policy that guides the [time limit to complete a program of study](#) and the MSW-UTC program follows that policy.

### **TRANSFER CREDIT**

The Graduate School at UTC has an established policy for [transferring credits](#) from other institutions of higher education. The MSW-UTC program abides by the policy as posted on the webpage of The Graduate School.

A student may request approval to transfer credits earned from previous enrollment in a CSWE-accredited MSW Program. The coursework must be equivalent or at a higher level than the student's MSW-UTC program and must meet all requirements of the UTC Graduate School and MSW-UTC program. Students must have an official transcript sent to the UTC Graduate School directly from the institution of higher education where

the course was taken. Students should submit course syllabi for the courses to the MSW-UTC program director. After review of the official transcript and the official course syllabi, permission to apply the transfer credits to the student's degree program must be approved by both the MSW-UTC Program Director and the UTC Graduate School.

There is a five-year time limit on the courses considered for transfer credit. Students may be allowed to transfer a maximum of nine (9) credit hours for courses in which a grade of "B" or higher was received. Courses that were assigned a grade of pass/fail or satisfactory/no credit and practicum/internship experiences are not acceptable for transfer. If the MSW-UTC Program Director finds the coursework comparable in requirements and standards relevant to the UTC coursework and recommends the transfer credit, the course(s) may be listed on the student's Application for Admission to Candidacy form. This form should then be submitted to the MSW-UTC Program Director and ultimately the Graduate School for final evaluation and approval. The MSW-UTC program and Graduate School will submit a decision in writing in a timely fashion after the receipt of all official documents. If approved, the credit will be incorporated into the student's official academic record.

Credit for courses that have been used for a previous degree at the same degree level or for an undergraduate degree cannot be used for credit for the MSW-UTC degree.

## **WITHDRAWAL FROM GRADUATE COURSES**

The Graduate School at UTC has an established policy for [withdrawing from graduate courses](#). The MSW-UTC program abides by the policy as posted on the webpage of The Graduate School.

In summary:

Once a student has registered for a semester or summer term, they are considered to be enrolled, are liable for fee payment, and are expected to attend all classes until or unless they notify The Graduate School office or the Registration Office in writing. The student must complete and submit the appropriate form as noted by the [Records Office](#) or [The Graduate School](#).

A student who drops out of classes without officially withdrawing will receive a grade of F. During the first two weeks of a semester, a student may officially withdraw without prejudice from any class and no grade will be recorded. After that period and up to the last six weeks of class, a student who officially withdraws will be graded W. A student who drops out of class during this six-week period is graded F. Comparable periods apply to summer terms, and specific dates are printed in the schedule of classes.

To change registration in any way after the deadline, a student must present the request, together with documentary evidence of extenuating circumstances, to The Graduate School. If the request is approved, The Graduate School office will notify the Office of Records, which will enter the change on the student's permanent record.

Graduate students will have one calendar year from the beginning of the semester for which they wish to petition The Graduate School for late withdrawal for extenuating circumstances. Students should understand the burden of the argument for withdrawal is theirs to make. Longer time periods result in a need for extensive documentation and have less likelihood of approval. Students are advised that late withdrawal is not an option to remediate a cumulative grade point average.

### **WITHDRAWAL FROM THE MSW-UTC PROGRAM**

If a student chooses to withdraw from the MSW-UTC program, they must notify the program director in writing of their intent to leave the program. At that time, instructions will be provided by the MSW-UTC Program Director for the next steps, including the process to drop any currently enrolled courses and take appropriate steps to terminate from the field education practicum placement, if applicable. The student is accountable for fulfillment of any outstanding financial or academic responsibilities to the university. Once withdrawn (or dismissed), a student would need to reapply to the MSW-UTC program in order to return. Readmission would require full participation in the MSW-UTC program admission process and all regulations in effect at the time of the readmission to the program.

# **III. STUDENTS' RIGHTS AND RESPONSIBILITIES**

## **STUDENT CONDUCT**

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

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

## **HONOR CODE**

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

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

## **PROFESSIONAL BEHAVIOR EXPECTATIONS**

While a student may be terminated from the program for academic reasons, students may also be terminated from the Social Work program if they fail to meet generally accepted standards of professional conduct,



personal integrity, or lack sufficient emotional stability which results in impaired judgment or behavior requisite for professional practice. According to Bernak, Epp, & Keys (1999) impaired students show an inability to insightfully understand and resolve their own issues so that these issues do not interfere with the therapeutic process” (p. 21).

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

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

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

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

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

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

important that you work to assess yourself for any issues that might impact your ability to effectively work in the class or with clients.

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

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

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

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

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

When issues of professionalism are detected, the Social Work program takes a proactive approach to assisting students to correct behavior quickly so as not to disrupt the educational experiences. When issues of professional performance are noted by a faculty member, agency-based field instructor, or an administrator has concerns about a student's professional performance, as it relates to the field education experiences,

the student may be *suspended* from the field education site by the Field Agency Supervisor, the Program Director, or Field Education Director until the reported issue has been resolved. If the issue of professional performance has been noted by a faculty member about a student's professional performance, as it relates to class-based performance, the student will be notified. In either case, steps will be initiated to correct the behavior quickly so that the student can continue in the educational process as much as possible.

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

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

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

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

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

## Level Review Procedures

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

## Level I Review

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

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

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

## Level I Process

1. Student will be notified, by e-mail, by the faculty member. The professional performance concerns will be outlined in the e-mail and the student will be invited to respond and/or meet to discuss the concern.
2. If the concern cannot be resolved via e-mail, a meeting will be scheduled and notes from the meeting will be recorded on the Remediation Plan form (p. 26) to document the process and plans for success. Action steps will be noted for continued success in the program. The form will be signed by both the student and the faculty representative.
3. Follow-up will be scheduled as needed.

## Level II Review

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

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

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

- Academic misconduct such as plagiarism, cheating or misrepresentation of information
- Repeated concerns about the student's inability to apply instructor feedback

### Level II Process

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

### Level III Review

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

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

- When performance deficits persist and have not been resolved in previous level reviews
- A student does not meet the criteria for satisfactory academic or field performance

- A student exhibits behavior that is hostile, intimidating or threatening in class, in any class related activities, inside or outside of the classroom, or in the field education setting.
- A student has been arrested and charged with a crime.
- Academic dishonesty such as lying, cheating, falsifying academic records, including information on the field education application.
- Violations of any university policy as outlined in the UTC Student Code of Conduct

### Level III Process

1. Upon notification of a Level III concern, the Program Director or Director of Field Education gathers information about the performance concern.
2. If the student's behavior warrants further intervention and is an offense that meets the criteria for mandatory reporting, a report will be made to the office of Student Outreach and Support and/or the office of Student Conduct for further guidance or disposition. Students should be made aware of their rights to bring an advocate/advisor/observer to participate in the meeting; question the evidence; and offer a response to the allegations.
3. If it is determined that corrective action needs to be taken, the student will be informed, and a representative from the office of Student Outreach and Support will be invited to the meetings, and the Professional Performance Form and Plan (see pp. 27-28) will be completed that outlines changes that need to be made and/or any actions to be taken within a specified time frame. The form will need be signed by both the faculty representative and the student.
4. Information gathered and discussed at the Level III meeting will be used to determine one of two outcomes.
  - a. If it is determined that the student can continue in the program with conditions, the conditions and expectations will be clearly communicated to the student verbally and in writing. The Professional Performance form will be completed and include clear action steps for continuance in the program and will be signed by both the student, faculty member and the Program Director.
  - b. Continuance in the program is contingent upon meeting the expectations and action steps in the Professional Performance Plan. Please note that a student may be required to withdraw or delay enrollment in field education or coursework until conditions of the Professional Performance Plan have been met. Monitoring and follow-up are scheduled.
  - c. Should it become necessary to dismiss the student from the program, policies of the University will be followed.

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

## **PROCESS FOR TERMINATION**

The behaviors that have been outlined above impact the student's ability to make progress toward graduation and developing competence in professional social work practice. If warranted, faculty will engage in a process to terminate a student from the program.

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

After following the level process, outlined above, it is determined that a student is not able to document and demonstrate essential skills for professional behavior, the MSW-UTC program will follow the guidelines outlined by the UTC Graduate School to terminate a student from the program for failure to achieve professional skills/behavior/fitness.

The UTC Graduate School policy is stated below and can be found on the UTC Graduate School website and in the UTC Graduate School Catalog. [Graduate School Dismissal Policy.](#)

### **Failure to Achieve Professional Skills/Behavior/fitness**

A student, regardless of academic performance, may be dismissed should they fail to demonstrate mastery of essential professional behaviors, which include those skills essential for work in the profession. These skills shall be defined by each graduate degree program. A majority vote of the program faculty will serve as basis for dismissal if the student fails to demonstrate proficiency of professional achievement.

### **Program Dismissal Procedure**

A recommendation for dismissal can be made by a majority vote of the designated departmental committee (or, if no such committee exists, the graduate faculty of the program) if a student earns a semester GPA below 3.0 while on academic probation for low institutional cumulative GPA, fails to achieve professional skills/behavior/fitness, or violates the ethical code of conduct governing members of the professional organization for the program's discipline. Such recommendation shall be made in writing to the Department Head or Program Director.

Before communicating with the student, the Department Head or Program Director will consult with the academic dean of the college where the program resides and the dean of The Graduate School. Other university



administrators may be consulted as necessary. Upon the concurrence of the academic dean and the dean of The Graduate School (and others if consulted) with the decision to dismiss, the head or director shall provide written notification of dismissal to the student. Notification must occur within five working days of the consultation with the academic dean and the dean of the Graduate School. Such notice shall inform the student of the right to appeal and specific procedures to be followed.

The student may continue to attend classes during the appeal process or register for subsequent semesters unless the student's presence poses a continuing threat to persons or property, an ongoing risk of disrupting the academic process, or health/safety concerns. This will be determined on a case by case basis. The program director and instructors will outline specifically what the student must do to be allowed to continue to attend classes, internships, and clinical rotations and may limit the student to an observer's role in clinical situations. Any such determination shall be included as part of the Department Head/Program Director's written notification to the student. If the student does not comply with the requirements outlined in this written notification, the student may be immediately removed and may not attend classes while their appeal is in process.

## **STUDENT APPEAL PROCEDURE**

The UTC Graduate School has a well-defined process for appealing the decision made to terminate a student from the MSW Program. The UTC student appeal procedure can be found on the UTC Graduate School website, the Graduate Student Handbook, and is included below:

Following written notification of dismissal from the program, the student has the right to appeal. Students who wish to appeal their dismissal should contact the UTC Graduate School office for the necessary forms and to review the procedures of the appeal. A written appeal, including a documented rationale for the basis of the appeal, must be submitted to the Department Head/Program Director within five working days. In all cases, the program faculty shall be presumed to have taken appropriate action and the student appealing shall have the burden of proof to the contrary.

**Step 1.** Within five working days of receipt of the student's written appeal, the Department Head/Program Director will meet with the student and review the student's written appeal with them in person. If the student declines such a meeting, the department head/director will proceed to Step 2.

**Step 2.** Within five working days of the meeting described in Step 1, the department head/program director (in consultation with the dean of the academic college) will notify and confirm in writing to the student

the results of this appeal. The head/director will also notify the dean of The Graduate School regarding the results of this appeal. Copies of this notification will be sent to the program faculty.

**Step 3.** If the student is not satisfied with the decision of the Department Head/Program Director, they may appeal this decision to the Graduate Council Appeals Committee (the Chair of the Graduate Council and three members of the Council). Such appeal must be made within five working days of notification of the head/director's decision.

**Step 4.** Within five working days of receiving the student's written appeal, the Graduate Council Appeals Committee will meet to hear the student's appeal. The Chair of the Graduate Council shall preside over this hearing as a non-voting chair. The student may bring such materials and/or witnesses as necessary to support their position. The Department Head/Program Director and/or a representative(s) of the program faculty may also attend this hearing in order to explain the reason(s) for the dismissal and answer questions. After hearing, the dean of The Graduate School will notify and confirm in writing to the student the results of this appeal. The graduate dean will also notify the college dean and the department head/director, who will in turn notify the program faculty.

**Step 5.** If the student remains unsatisfied with this decision, they may appeal in writing to the Chancellor of the University. Such request must be made within five working days of notification from the dean of The Graduate School. The dean of The Graduate School shall forward all pertinent information to the Chancellor with a recommendation. The Chancellor's decision shall be made within ten working days and shall be considered final.

Per the UTC Graduate policies: A student who is dismissed from their program of study for reasons other than grades, and whose appeal for readmission to that program is denied through the above process but who is in good academic standing, may apply for admission to another graduate program(s) at the University. Admission to such other graduate program is not guaranteed and is subject to that program's specific procedures and requirements.



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

**Name:**

**Date:**

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

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

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

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

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

**Resources Needed:**

**Student Strengths:**

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

\_\_\_\_\_

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

**Program Director Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

(Required for all subsequent meetings after first behavioral issue)



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

**Student:**

**Faculty Present:**

**Date:**

**Semester:**

**Course(s) enrolled:**

**Student Strengths:**

**Evaluation Criteria**

(0) Does not meet criteria for program level, (1) Meets criteria minimally or inconsistently for program level, (2) Meets criteria consistently for program level, (3) Exceeds criteria consistently for program level. (NA) No opportunity to Observe

<b>Professional Fitness Categories</b>					
<b><i>STANDARD 1: PROFESSIONALISM</i></b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
In both class and field, uphold the legal standards of their profession.					
In both class and field, demonstrate appropriate self-control (such as anger control, impulse control, response to feedback) in interpersonal relationships with faculty, peers, and other associates.					
In both class and field, attend to roles and boundaries as it relates to peers, faculty, and class guest speakers in class and in field placement					
In both class and field, respect the fundamental rights, dignity, and worth of all people					
In both class and field, adopt appropriate use of technology, including cell phone, laptops, social media, etc.					
In both class and field, always abide and uphold the NASW Code of Ethics.					
<b><i>STANDARD 2: PERSONAL AND ACADEMIC INTEGRITY</i></b>					
In both class and field, refrain from acts involving dishonesty, cheating, fraud, deceit or misrepresentation.					
In both class and field, refrain from any act of plagiarism, which includes any misrepresentation of academic ownership, including (but not limited to) falsifying citations, presenting another's work as one's own, or using data without permission.					
In both class and field, represent all data accurately and without misrepresentation.					
<b><i>STANDARD 3: CONFIDENTIALITY</i></b>					
In both class and field, respect the rights of other students with respect to privacy and confidentiality.					
In both class and field, maintain confidentiality regarding class discussion topics					
In both class and field, abide by the NASW Code of Ethics regarding confidentiality					
<b><i>STANDARD 4: ATTENDANCE</i></b>					
In both class and field, arrive on time for all classes, internships, and community outings.					
In both class and field, attend all required classes providing timely notification (at minimum, 48 hours in advance) should an absence be					

necessary					
In both class and field, receive no more than 2 absences, for the same class, during a semester					

**Comments (must be included for areas in which a rating of 0, 1, or 2 has been assigned):**

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

**Resources Needed:**

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

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

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

\_\_\_\_\_

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

\_\_\_\_\_

**Program Director/Designee Signature: \_\_\_\_\_ Date:**

\_\_\_\_\_

**Attendees:**



## **IV. APPENDICES**

Appendix A: CSWE Competencies and Behaviors

Appendix B: Specialized Competencies and Behaviors

Appendix C: MSW-UTC Curriculum Grid

Appendix D: Course Descriptions



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

Competency 1: Demonstrate Ethical and Professional Behavior
1.1 Make ethical decisions by applying standards, laws and regulations, and models for ethical decision-making
1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice
1.3 Demonstrate professional demeanor in behavior, appearance, and communication
1.4 Use technology ethically and appropriately to facilitate practice outcomes
1.5 Use supervision and consultation to guide professional judgement and behavior
Competency 2: Engage Diversity and Difference in Practice
1.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
1.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences
1.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
1.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
1.2 Engage in practices that advance social, economic, and environmental justice
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
1.1 Use practice experience and theory to inform scientific inquiry and research
1.2 Apply critical thinking to engage analysis in quantitative and qualitative research methods and findings
1.3 Use and translate research evidence to inform and improve practice, policy, and service delivery
Competency 5: Engage in Policy Practice
1.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
1.2 Assess how social welfare and economic policies impact the delivery of and access to social services

1.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
1.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage clients and constituencies
1.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
1.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
1.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
1.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
1.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
1.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
1.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
1.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
1.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
1.5 Facilitate effective transitions and endings that advance mutually agreed-on goals
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
1.1 Select and use appropriate methods for evaluation of outcomes
1.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of clients and constituencies
1.3 Critically analyze, monitor, and evaluate intervention and program processes and

outcomes

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

## **Appendix B: Specialized Competencies and Behaviors**

### **EPAS 2015 Competencies and Behaviors Enhanced for Specialized Practice for MSW-UTC**

#### **Competency 1: Demonstrate Ethical and Professional Behavior with Client Groups as they Age through the Life Course**

Clinical social work practitioners understand the importance of demonstrating ethical and professional behavior through utilizing the strengths perspective. This perspective allows clinical social workers to recognize and respect the person-in-environment by utilizing models that facilitate ethical decision-making by applying the standards, laws, and regulations for ethical practice. Clinical social work practitioners working with individuals, families, and groups as they age through the life course recognize the importance of utilizing and participating in interprofessional collaborative practice to improve the outcomes for clients and their constituencies. Clinical social work practitioners:

- a. apply pertinent laws and standards, regulations, and models to enhance ethical decision-making.
- b. practice reflection and self-regulations by incorporating different viewpoints and value systems relevant to practice in order to professionally manage ethical dilemmas and conflicts.
- c. demonstrate professional demeanor in behavior, appearance, and communication.
- d. demonstrate the ethical use of technologies in order to enhance practice outcomes.
- e. distinguish between client situations and/or cases when supervision and/or consultation is necessary and when to practice independently in order to ensure ethical and competent practice.

#### **Competency 2: Engage Diversity and Difference in Practice with Client Groups as they Age through the Life Course**

Clinical social work practitioners seek out knowledge about the various forms of diversity and difference that influence and impact the professional relationship with clients and their presenting issues. Clinical social workers practitioners use and apply research knowledge of diversity and difference to enhance client well-being. Clinical social work practitioners:

- a. analyze research and practice information to evaluate the complexity of diverse cultures and value systems in order to understand the power dynamic between individuals and groups with privilege and those that are marginalized and oppressed.
- b. join in the therapeutic process as learners and recognize the clients and constituencies as the experts of their own experiences.
- c. practice consistent methods of self-regulation and self-correction in obtaining supervision/consultation, continued training/education, and ongoing personal assessment in order to manage and reduce personal biases and values when working with diverse clients and groups.

### **Competency 3: Advance Human Rights and Social, Economic and Environmental Justice with Client Groups as they Age through the Life Course**

Clinical social work professionals utilize their own understanding of social, economic, and environmental justice to advocate for the human rights of individuals, families, and groups as they age through the life course. Clinical social workers:

- a. understand and accurately differentiate between threats to social, economic, and environmental justice, such as discrimination and oppression, in order to advocate for human rights at the individual and system levels.
- b. engage in ethical practice for advancing social, economic, and environmental justice utilizing multiple sources of knowledge and social work values in order to reduce personal bias in decision-making.

### **Competency 4: Engage in Practice-Informed Research and Research Informed Practice with Client Groups as they Age through the Life Course**

Clinical social work practitioners recognize the importance of the process to engage in practice-informed research and research-informed practice to facilitate better outcomes for individuals, families, and groups as they age through the life course. Clinical social work practitioners:

- a. utilize practice knowledge and theory to direct scientific inquiry and research.
- b. apply critical-thinking to engage analysis in quantitative and qualitative research methods and findings.
- c. demonstrate how research implications can be utilized/implemented in micro and macro practice situations in order to improve practice, policy, and service delivery with individuals and families as they age through the life course.

### **Competency 5: Engage in Policy Practice with Client Groups as they Age through the Life Course**

Clinical social work practitioners identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services in order to engage and work with clients and their constituencies as they age through the life course. Clinical social work practitioners:

- a. engage in ongoing assessment of how social welfare and economic policies impact the delivery of and access to social services.
- b. demonstrate the value and purpose of analyzing, formulating, and advocating for policies that advance human rights and social, economic, and environmental justice.

## **Competency 6: Engage with Individuals, Families, and Groups**

Clinical social work practitioners recognize the importance of engaging with individuals, families, groups, organizations, and communities to facilitate the therapeutic relationship. Clinical social work practitioners:

- a. utilize human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with diverse clients and constituencies such as individuals and families as they age through the life course.
- b. participate in interprofessional collaborative relationships to facilitate the change process with diverse clients and their constituencies as they age through the life course.
- c. engage with clients within the person-in-environment and strengths perspective
- d. exercise empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

## **Competency 7: Assess Individuals, Families, and Groups**

Clinical social work practitioners recognize the importance of assessment in order to collect and interpret information from clients and their constituencies. Clinical social work practitioners are able to apply knowledge of human behavior in the environment, person-in-environment, and other multidisciplinary theoretical frameworks to analyze assessment data from clients and their constituencies. Clinical social work practitioners:

- a. utilize critical-thinking skills to analyze and interpret information from clients and their constituencies.
- b. identify and utilize key concepts in the agreed-on goals that facilitate a clear description of the specific objectives that represent the strengths, needs, and challenges within clients and their constituencies.
- c. select appropriate intervention strategies that integrate the assessment, research knowledge, and values and preferences of clients and constituencies in order to assist clients to better understand the connection between the implications of the intervention strategies and potential outcomes.

## **Competency 8: Intervene with Individuals, Families, and Groups**

Clinical social work practitioners recognize the importance of a critically chosen intervention in order to facilitate change with individuals, families, and groups as they age through the life course. Clinical social work practitioners:

- a. prioritize and use evidenced-based interventions that are relevant and guide efforts to assist clients and their constituencies to achieve practice goals and enhance well-being.
- b. apply multiple theoretical frameworks such as human behavior in the social environment, person-in-environment, and other multidisciplinary

- theoretical frameworks in interventions with individuals, families, and groups as they age through the life course.
- c. demonstrate the ability to participate and engage in interprofessional collaboration(s) in order to facilitate clients and constituencies in achieving beneficial practice outcomes.

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

Clinical social work practitioners recognize the importance of evaluation and the application of the human behavior in the social environment, person-in-environment, as well as multiple theoretical frameworks in the evaluation of clients and their constituencies. Clinical social work practitioners:

- a. demonstrate knowledge and ability to select the appropriate methods in order to evaluate outcomes.
- b. create and use complex questions to analyze, monitor, and evaluate interventions, program processes and outcomes to enhance the well-being of clients and their families as they progress through the life course.
- c. apply and utilize evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

## APPENDIX C: MSW-UTC CURRICULUM GRID

<b>Generalist Curriculum</b>	<b>30 hours</b>
SOCW 5113 Theory and Practice I hours	3
SOCW 5220 Communication and Writing for Professional Practice 3 hours	
SOCW 5223 Theories of Aging and Development hours	3
SOCW 5414 Foundation Field Education I hours	5
SOCW 5411 Field Seminar I	1 hour
SOCW 5123 Theory and Practice II hours	3
SOCW 5213 Social Policy hours	3
SOCW 5350 Research Methods for Social Work hours	3
SOCW 5424 Foundation Field Education II hours	5
SOCW 5421 Field Seminar II	1 hour
<b>Summer Semester-For Students Admitted to Advanced Standing</b>	
<b>6 hours</b>	
SOCW 5100 Advanced Standing Bridge Course hours	3
SOCW 5950r            Current Topics 3 hours	
<b>Specialized Curriculum</b>	<b>30 hours</b>
SOCW 5133 Advanced Practice with Aging Families I 3 hours	
SOCW 5225 Grant Writing for Social Work hours	3



SOCW 5234 Psychopathology and Mental Health hours	3
SOCW 5434 Advanced Field Education I hours	5
SOCW 5431 Advanced Field Seminar I	1 hour
SOCW 5143 Advanced Practice with Aging Families II 3 hours	
SOCW 5244 Leadership in Social Work hours	3
SOCW 5352 Advanced Research for Program Evaluation hours	3
SOCW 5444 Advanced Field Education II hours	5
SOCW 5441 Advanced Field Seminar II	1 hour

## **APPENDIX D: UTC-MSW COURSES DESCRIPTIONS**

### **Generalist Courses**

SOCW 5113 Theory and Practice I (3 credit hours)

Defines and describes direct social work practice; knowledge, values, and skills necessary to provide a wide scope of developmental, preventative, and therapeutic services to individuals and families as clients. Prerequisite: Admission into the MSW program or department head approval.

SOCW 5220 Communication and Writing for Professional Practice (3 credit hours)

This course will provide an introduction to writing for practice, policy, and program development. Students will expand their professional vocabulary to support descriptive and critically reflective writing. Emphasis is placed on the development of social work language and the ability to communicate information.

SOCW 5223 Theories of Aging and Development (3 credit hours)

Exploration of theoretical paradigms used to understand the aging process. Emphasis placed on using theory to understand development throughout the life course to inform social work practice with older adults. Prerequisites: Admission into the MSW Program or department head approval.

SOCW 5414 Foundation Field Education I (5 credit hours)

The course provides students opportunities to apply theories and concepts of professional social work practice within a field agency during a 200-hour field internship experience. Emphasis placed on assisting students to use knowledge and skills for practice with individuals and families. Prerequisite: Admission in the MSW program or department head approval. Standard letter grade.

SOCW 5411 Field Seminar I (1 credit hour)

This course assists students to integrate theory and classroom learning in their field internships. Students use the seminar to provide mutual support, discuss and complete assignments needed in field, explore on-going practice concerns. Standard letter grade.

SOCW 5123 Theory and Practice II (3 credit hours)

Defines and describes social work practice; knowledge, values, and skills necessary for work with groups, communities, and organizations as clients. Prerequisites: SOCW 5113 with a grade of B or better, or department head approval.

### SOCW 5213 Social Policy (3 credit hours)

The course explores the history and development of social welfare institutions and the social work profession. Content focuses on examining the relationships between social problems, social policies, and social work practice from historical and contemporary perspectives. Prerequisite: Admission into the MSW program or department head approval. Social work course fee will be assessed.

### SOCW 5350 Research methods for Social Work (3 credit hours)

This course introduces principles and methods of conducting and evaluating social research, literature review, the importance of ethical issues related to research, and qualitative and quantitative methodologies. Prerequisites: SOCW 5220 with a grade of B or better, or department head approval. Social work course fee will be assessed.

### SOCW 5424 Foundation Field Education II (5 credit hours)

The course provides students with a second opportunity to apply theories and concepts of professional social work practice within a field agency during a 200-hour field internship experience. Emphasis placed on helping students use knowledge and skills for practice with groups, communities, and organizations. Prerequisites: SOCW 5414, and SOCW 5411 with a grade of B or better, or department head approval. Corequisites: SOCW 5421 or department head approval. Standard letter grade.

### SOCW 5421 Field Seminar II (1 credit hour)

This course assists students to integrate theory and classroom learning in their field internships. Students use the seminar to provide mutual support, discuss and complete assignments needed in field, and explore on-going practice concerns. Emphasis placed on helping students complete their generalist field evaluation and field report. Prerequisites: SOCW 5414, and SOCW 5411 with a grade of B or better, or department head approval. Corequisites: SOCW 5424 or department head approval. Standard letter grade.

## **Specialized Courses**

### SOCW 5133 Advanced Practice with Aging Families I (3 credit hours)

The course provides focused content on knowledge, values, and skills for working effectively with older adults and their families. Content includes examination of physiological, psychological, and social dimensions in practice, and different approaches of intervention.

### SOCW 5225 Grant Writing for Social Work (3 credit hours)

This course emphasizes the knowledge and skills needed for proposal development, professional grant writing and program development.

SOCW 5234 Psychopathology and Mental Health (3 credit hours)

Advanced practice course surveying the mental health and substance abuse services available and needed for aging clients across the life span. Emphasis placed on assessing and intervening effectively with clients at different stages in the aging process.

SOCW 5434 Advanced Field Education I (5 credit hours)

This course provides students a focused opportunity to apply theories and concepts of professional social work practice within a field agency that serves older adults. Emphasis placed on the use of direct practice knowledge and skills with older adults and their families. Prerequisites: SOCW 5424 and SOCW 5421 with a grade of B or better, or admittance into the advanced standing program. Corequisites: SOCW 5431 or department head approval. Standard letter grade.

SOCW 5431 Advanced Field Seminar I (1 credit hour)

This course assists students in the integration of theory and classroom learning in their advanced field internships. Students use the seminar to provide mutual support, discuss and complete assignments needed in field, and explore on-going practice concerns when serving older adults and their families. Prerequisites: SOCW 5424 and SOCW 5421 with a grade of B or better, or admittance into the advanced standing program. Corequisites: SOCW 5434 or department head approval. Standard letter grade.

SOCW 5143 Advanced Practice with Aging Families II (3 credit hours)

This course provides focused content on knowledge, values, and skills of group work with older adults as well as indirect practice methods used with communities and organizations that serve older adults and their families. Prerequisites: SOCW 5133 with a grade of B or better, or department head approval. Social work course fee will be assessed.

SOCW 5244 Leadership in Social Work (3 credit hours)

An advanced social work practice course focused on developing and understanding the skills and traits of social work leaders. Emphasis placed on developing leadership skills and traits and practicing concrete strategies for utilizing leadership skills in the social work profession.

SOCW 5352 Advanced Research for Program Evaluation I (3 credit hours)

This course builds upon SOCW 5350 and applies evaluation research designs to programs and practice, including strategies to select qualitative and quantitative methods of analyzing evaluation data and

ethical issues related program evaluation and presentation of findings. Prerequisites: SOCW 5350 with a grade of B or better, or admission to the advanced standing program. Social work course fee will be assessed.

#### SOCW 5444 Advanced Field Education II (5 credit hours)

The course provides students a focused opportunity to apply theories and concepts of professional social work practice within a field agency that serves older adults. Emphasis placed on the use of indirect practice knowledge and skills with communities and organizations that serve older adults and their families. Prerequisites: SOCW 5434, and SOCW 5431 with a grade of B or better, or department head approval. Corequisites: SOCW 5441 or department head approval. Standard letter grade.

#### SOCW 5441 Advanced Field Seminar II (1 credit hour)

This course assists students in the integration of theory and classroom learning in their advanced field internships. Students use the seminar to provide mutual support, discuss and complete assignments needed in field, and explore on-going practice concerns when serving older adults and their families. Emphasis placed on helping students complete their Advanced-year field evaluation and field report. Prerequisites: SOCW 5434, and SOCW 5431 with a grade of B or better, or department head approval. Corequisites: SOCW 5444 or department head approval. Standard letter grade.

### **Advanced Standing Seminars**

#### SOCW 5100 Advanced Standing Bridge Course (3 credit hours)

This is required for all students admitted to the Advanced Standing MSW Program. Students will obtain a conceptual orientation necessary to proceed to the MSW Specialist curriculum. The goal of this course is to supplement the knowledge, skills, and values developed in a CSWE accredited BSW program, provide an overview to the theories of aging, and conduct a basic overview of graduate level writing and research skills while identifying university resources that support graduate studies. In addition, students receive preparation for the field placement experience through an experiential learning activity focused on aging. Prerequisites: Acceptance into the Advanced Standing Program.

#### SOCW 5950R Current Topics (3 credit hours)

Current topics seminar in an area of social work that bears relevance to professional social work.