TENNESSEE STATE UNIVERSITY

SOCIAL WORK PROGRAM

STUDENT HANDBOOK



 Baccalaureate Social Work Program

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**Welcome**

*Dear First Year & Transfer Students:*

*I welcome you with great excitement on your choice to become a major in the Tennessee State University Social Work Program. I am pleased that you have chosen to make a difference in people’s lives. It is a rewarding experience to be in a profession that impacts positively the health, wealth, environment, and well-being of that segment of society who needs the services provided by social workers.*

*The Bachelor of Science degree in Social Work (BSSW) prepares you for employment in a variety of human services: mental health, child welfare, medical assistance, educational intervention, and other social services. At the same time, the BSSW degree prepares you for advanced standing for admission to the master’s degree in this profession.*

*In addition, an array of experiences awaits you. Active participation in the Social Work Club, volunteering within social services agencies, and engaging in extracurricular activities, part-time employment, and field instruction placement provide opportunities for you to develop and demonstrate leadership skills as you train to become a caring professional.*

*Social Work is a profession where many are called, but few are chosen. Social workers who are “chosen” express genuine care and professionalism in their continuous quest to learn and to work with individuals, families, groups, organizations and communities. The profession requires creativity and skills to modify and change social institutions that generate and sustain many of the social problems that affect people daily.*

*It is my hope that you will become a positive and dedicated professional who will contribute greatly to the growth and development of individuals, families, and wider society. I wish you every success as you pursue your goal to become a professional social worker.*

*Sincerely,*

**Alma Mater**

**(Insert)**

**History**

The undergraduate Social Welfare Program at Tennessee State University had its inception with a proposal for a pre-professional curriculum, adopted and implemented during Fall 1943. The courses constituted the curriculum for Social Administration which, at the time, included the Department of Sociology. The curriculum was expanded during the 1944-45 academic year, and students were able to specialize in Social Administration. By 1946, students could earn credits for a Bachelor of Arts or Bachelor of Science degree with a major Social Administration.

In 1963 the Social Administration Program became a constituent member of the Council on Social Work Education (**CSWE**) Program, Undergraduate Division. Later, the program was accredited by **CSWE** and Social Administration was renamed Social Welfare.

In 1974 and 1975 there were several changes which had significance for the continued growth and development of the department. The Area of Social Welfare was granted department status by the state Governing Board and was accredited by the Council on Social Work Education. Not only did the program achieve departmental and accreditation status, but there was also the development of a research division comprised of two research projects that were funded by the U. S. Department of Agriculture Cooperative State Research Service. An additional research project was funded by the Department of Health, Education and Welfare in September 1978, providing for the implementation of a training program to prepare undergraduate students in the Department of Social Welfare to work directly with the black elderly.

The Department was also awarded grants under the provisions of Title XX and IV-B. From 1979 through 1981 the Administration on Aging funded the Gerontology Program with a continuation grant to expand the program to include Gerontology and long-term care.

In 1985 the Department of Social Welfare changed to Social Work and the degree was changed from the Bachelor of Science in Social Welfare to a Bachelor of Science in Social Work. Simultaneously, areas of concentration for Child Welfare and Gerontology and the minor in Sociology were deleted from the program.

The Department of Social Work and Sociology continues to keep abreast of the current social issues and needs in an ever-changing milieu. The elderly is the largest growing segment of the population. Elder Abuse Seminars and programs directly involved with public education regarding such pertinent issues will continue to be a major thrust of the Department, along with other issues related to individuals, groups, communities, and organizations.

**INTRODUCTION**

**Purpose**

The Social Work Student Handbook is developed to provide majors with important information regarding the department. Social Work majors are required to keep the handbook during their matriculation at Tennessee State University.

**MISSION STATEMENT**

The mission of the Tennessee State University BSW program is dedicated to the enhancement of human well-being, diversity, and social justice through developing and improving systems of public social services, especially for the vulnerable and oppressed, by offering undergraduate training in Social Work with a hybrid model of delivery as a historically Black Institution within the Central Tennessee region.

**Social Work Program Goals**

1. To prepare students for professional entry-level generalist social work practice to effectively meet the human needs of individuals, families, groups, organizations, and communities in Metro Nashville.
2. To prepare graduates who are aware of their responsibility to continue their professional growth and development.
3. To provide students with an understanding of the dynamics and consequences of human oppression and discrimination, and to provide students with strategies to promote social and economic justice.
4. To provide content about the social environment of social work practice, the changing nature of this context, and the behavior of organizations and the change process.
5. To infuse throughout the curriculum the values and ethics that guide professional social workers in their practice.
6. To provide to students of diverse social, economic, racial and cultural backgrounds the opportunity to become professional social workers.

## Student Rights and Responsibilities

The Social Work Program has policies and practices that specify student rights and responsibilities. Student rights are as follows:

* 1. Students have the right to organize as advocates on behalf of others (within the established program guidelines).
	2. Students have the right to accessibility of their personal academic record for their review.
	3. Students have the right to make written exceptions to the formal evaluations of their course work or field work (within established program guidelines).
	4. Students will not be penalized for not waiving their rights to confidentiality of their academic records.
	5. Students have the right to a comprehensive and clear articulation of and orientation to the social work profession and to the social work program.
	6. Students have the right to express grievances and to have information regarding the general grievance procedure.
	7. Students have the right to evaluate the social work faculty.
	8. Students have the right to have course syllabi of all courses in social work.
	9. Students have the right not to be subjected to discrimination, racism, sexism, classism, or other oppressive behaviors by any member of the social work program.
	10. Students have the right to have openly stated, explicit, and consistent penalties regarding student violations.
	11. Students have the right to choose their major.
	12. Students have the right to be committee members and to engage in making decisions and policies (within the established program guidelines) which affect them.
	13. Students have the right to have an advocate of their choice (within established guidelines) to speak on their behalf regarding any decision(s) affecting their educational processes academic expectations.
	14. Students have the right to have the Program follow the guidelines of confidentiality as set forth in the NASW Code of Ethics.
	15. Students have the right to an accredited experience.
	16. Students have the right to dignified, fair, and equitable treatment by all program faculty and staff.
	17. Students have the right to fair, non-capricious grading in their social work courses.
	18. Student have the right to know the grading procedures of each social work instructor at the beginning of the semester.
	19. Students have the right to state their preference or to refuse an agency field placement (within established program guidelines).
	20. Students have the right to competent advisement.

Student responsibilities are as follows:

1. Students have the responsibility for regular and punctual class attendance for all courses taken for credit.
2. Students have the responsibility to successfully complete requirements including examinations, papers, reports, etc.
3. Students have the responsibility to maintain minimal academic standards as defined by the University.
4. Students have the responsibility to meet with the assigned advisor a minimum of two (2) visits per semester.
5. Students have the responsibility to keep the advisor appraised of any changes in courses, address, or pertinent record information.
6. Students have the responsibility to inform the advisor of any difficulty being experienced in class(es).
7. Students have the responsibility to keep timely appointments or to inform the advisor if unable to do so, prior to the appointment.
8. Students have the responsibility to be knowledgeable about required courses and electives.
9. Students have the responsibility to return forms and to respond to University and departmental letters promptly.
10. Students have the responsibility to frequently check the departmental bulletin board and to read posted notices and newsletters.

The TSU Social Work Program enables students to participate in formulating and modifying policies affecting academic and student affairs. Student participation is achieved through student representation on each committee in the Social Work Program. Current committees are as follows: Field Education, Advisory Council, Library, Recruitment, Admission and Retention, Curriculum, Research, Assessment, and Evaluation, Hollace Brooks Symposium, Phi Alpha Honor Society, and the Student Advisory committee. Each committee has at least one student representative who provides student input regarding policies affecting academic and student affairs.

The TSU Social Work Program provides opportunities for students to recognize their own interests and encourages them to do so. This is accomplished primarily through the existence and regular activities of the Social Work Club. The TSU Social Work Club has been active for over thirty (30) years and receives encouragement and support from the social work program in several tangible ways. For example, a full-time faculty member is assigned each academic year to serve as club advisor and to assist students in organizing the calendar year for the organization, conducting elections of officers, conducting regular monthly meetings, and planning and carrying out community and fund-raising activities. The Social Work Club offers small scholarships for students in need of financial assistance. The student lounge is available for monthly club meetings. In addition, program resources are placed at the disposal of club members for club activities, including supplies, copy machine, cameras, power point projector, Smart Boards, monitors, computers, secretarial assistance, etc. Moreover, similar support and resources are provided for student members of the TSU Social Work Program’s Chi Zeta Chapter of the Phi Alpha Honor Society. A full-time faculty member serves as chapter advisor; meetings are conducted during the academic year.

**Admittance to the Field Education**

Students are informed that only approved social work majors are admitted to field education in three specific ways:

1. Students who apply for field education must be recommended by their social work faculty advisor and must be social work majors who have completed all prerequisites (see Field Education Manual, p. 17);
2. All applicants who have been recommended for field education must complete an application for field instruction.
3. The 2020-2021 University catalog clearly states that only social work majors may be admitted to the field instruction sequence p. 106 and Field Instruction Manual (pp. 9-10). This policy also appears in the Social Work Student Handbook, the Policy and Procedures Manual, and the Social Work Program brochure.

In addition to the three aforementioned barriers to non-social work majors being admitted to the field instruction sequence (SOWK 4100 and 4200), there is an application process for the sequence that also prevents non-majors from field placement. This process was reviewed previously (see Evaluative Standard 6.4) but bears repetition because of its importance here. The application process for field education begins the semester preceding the one in which field placement is assigned. The process is structured in such a way as to maximize the likelihood of a successful placement for each student and to prevent any non-major from admittance to the field sequence. The process consists of 16 separate steps. Any non-social work major will be identified and prevented from admittance to field education in steps 1-6 and step 8. A complete listing of all 16 steps in the field application process is listed in the Field Education Manual.

The program makes explicit in the course syllabi the criteria for evaluating student academic and field education performance syllabi provided to students during the first week of classes. Evaluation of students is based on grading their performance in a wide variety of tasks, including, but not limited to: tests, class participation, book/periodical/newspaper articles, reports, library research, self-awareness/self-assessment, role assumptions, group and individual presentations, agency interviews, agency organizational profiles, community service assessments, case analysis, film/video critiques, debates, review of research papers, policy analysis, policy related intervention plans, oral presentations, written exercises, research critiques, research proposals, data gathering, and research oral presentations.

**Terminating Enrollment in Social Work Program**

The TSU Student Handbook outlines Program explicit policies and procedures followed to terminate enrollment in the social work program for reasons of academic and non-academic performance.

Students may be terminated from the program for professional reasons when there is clear evidence of student behavior that is unacceptable. Some of these behaviors include, but are not limited to:

1. failure to meet generally accepted standards of professional conduct (such as, sexual relationship with a client or supervisor, breach of confidentiality or other NASW code of ethics violations)
2. emotional instability (severe mood swings, failure to maintain prescribed medication schedule, etc.)
3. disruptive or discriminatory behavior toward colleagues, faculty, staff, clients, field personnel or other such as negative communication based on or related to ethnicity, religious beliefs, sexual orientation, etc.
4. impairment due to substance abuse or mental illness and/or conviction of a felony (i.e., found to be under the influence of drugs or alcohol; mental illness not being managed by medication; felony charges such as fraud, robbery, murder, etc.)

**Procedures for Terminating Enrollment in the Program**

The policies and procedures for temporary enrollment are set forth by the University and appear in the University Student Handbook under the heading “Retention Standards and Academic Probation.” All matters relating to the Academic Probation and Dismissal Policy are the responsibility of the Dean of Admissions and Records. His/Her task is to ensure that the philosophy and purpose of Tennessee State University are being observed. Moreover, the Dean’s responsibility is to ensure that each student is given full advantage of all TSU services in support of their academic success.

1. **Academic Probation**

A student will be placed on academic probation whenever any of the following conditions are met:

0-14 hours attempted-No minimum GPA

15-29 hours attempted-Not less than 1.4 cumulative average

30-50 hours attempted-Not less than 1.7 cumulative average

51-67 hours attempted-Not less than 1.9 cumulative average

Above 67 hours attempted-Not less than 2.0 cumulative average and satisfactory completion of all developmental and/or remedial courses.

1. At the end of the next term of enrollment, a student on academic probation who has failed to attain either the above cumulative standard or 2.00 GPA during the probationary term, or who has failed a developmental or remedial course for the second time, will be suspended.
2. When readmitted, the student will enter the University or probationary status.
3. The student is on “post probation”, as defined by the Dean of Admission’s Office.

Any student on probation is not allowed to enroll in more than 12 credit semester hours.

1. **Academic Dismissal**

A student may be academically dismissed whenever any one of the following conditions is met:

1. Failure to meet the minimum 2.0 grade point average required by the university awarding the baccalaureate or associate degree for all credit work taken by the student as part of an approved program of study.
2. Academic performance at the end of any probationary semester falls below the required term average of 2.00 earned credit.
	* 1. **Academic Dismissal Appeal**

Any student who is dismissed from the University for academic reasons, but believes there are extenuating circumstances which warrant consideration, may appeal the case to the University Review Committee on Suspension and Readmission. To appeal, the student must explain the circumstances on an appeal form submitted to the chairperson, of the Review Committee on Suspension and Readmission immediately after receiving notification of suspension.

1. **Readmission**

Students who have been dismissed for academic reasons may apply for readmission, subject to the following restrictions:

* 1. Any student who is dismissed for academic reasons will not be readmitted to Tennessee State University for at least one semester. The summer session is not considered a regular semester in determining absences from the University.
	2. Application for readmission should be made to the Office of Admission.
	3. A student who attends another accredited institution during his/her suspension from TSU and whose cumulative GPA improves to meet retention standards will be allowed to re-enroll at TSU in good standing.

**Termination for Majors**

A written complaint must be made to the Director of the Social Work Program in order to initiate the formal review of a student’s unacceptable behavior. Faculty members, community social workers, and social work students have a responsibility under the NASW Code of Ethics to bring forward such concerns. The director of the program will obtain information from the individual(s) who report(s) the behavior of social work student, investigate other sources of information concerning a student’s alleged behavior, and will determine the specific nature of the student’s action. The director of the Social Work Program will provide the reporting person(s) with information required for filing a complaint about a student’s behavior. A complaint about a student’s behavior must be in writing. It must:

* Identify the student by name.
* Identify the complainants by name.
* Identify the specific behavior(s) that is/are problematic.
* Specify why the behavior is inappropriate.
* Specify sources of information that support the complaint.
* File complainant within six (6) months of the date complainant becomes aware of problem behavior.

The director of the Social Work Program will discuss the report of a problem with the student. If a written complaint is filed, the student will be provided with a copy of the complaint within ten working days. The director will appoint a committee of no less than two social work faculty members to review the complaint. The program director will not serve on the committee. The committee will collect information necessary to evaluate the complaint. This will include contacting the complainant, the student and gathering relevant information. The student will be given an opportunity to respond to the complaint and present a response to the committee. The student may request help in responding to the complaint. In this case, a social worker from the community will be assigned by the program director to help with the response. The student may bring an advisor to a review committee meeting; however, the student’s advisor may not speak for the student. The review committee will weigh the information and reach a decision on the validity of the complaint. The committee will make recommendations to the program director about appropriate action based on the findings. Recommended action may include:

1. No action
2. Recommendation for corrective action
3. Non-academic probation - student continues in the program, the time limit and conditions of probation specified
4. Non-academic suspension - student may not take any Social Work courses for a specified time period. Conditions of reinstatement specified.
5. Termination from program

Recommendations should focus on correcting problems identified in the complaint. The

review committee will conclude its work within twenty-five (25) working days from the

filing of the complaint, excluding summer. The committee will discuss its findings with

the student.

## Appeals Process

A student may appeal a review committee’s recommendation to the program director.

This is the first level of appeal. The appeal should be in writing and submitted within two working days after the student has been notified by the review committee. The second level of appeal is to the Dean of the College of Public Service, the third level is to the Vice President for Academic Affairs, and the fourth level of appeal is to the president of the University. These policies are clearly specified and are made known to both students and faculty in the Social Work Program. They are also published in the *Program Policies and Procedural Manual.*

**Evaluating Student Field Performance**

While termination can occur in any area of the curriculum because of inappropriate behaviors, the field component is critical to student’ professional development. The faculty give special attention to student behaviors and performance in the field.

Details of criteria for evaluation of student field education performance are presented in the Field Education Manual. Student evaluation of field education has several components explicitly stated in the syllabus. The components include: (1) agency based supervisor’s assessments, (2) faculty liaison input, and (3) accomplishment of specific learning objective. The agency supervisor’s assessments are taken into consideration during assessment of the final grade. The final grade for field instruction is assigned by the field coordinator based on a written set of criteria articulated in “Field Education Administrative Policies.” Students are required to have a minimum of 400 hours of field experience.

**Procedures for Terminating Enrollment in Field Education**

Students in field education are representatives of the agency and the TSU Social Work

Program. They are expected to act in a way that demonstrates professional and ethical

behavior. Violation of ethical standards for social work practice (such as violation of

confidentiality or racist remarks) may result in termination of the placement.

Students are expected to observe agency policy and procedures. Thus, students may be asked to dress and to behave in a manner that is more formal than what is accepted on the University campus, and, in some instances, the agency setting. Any problems with professional behavior or with colleagues should be reported to the field education coordinator immediately. Serious or repeated violations of agency policy may result in termination of the placement.

Student behaviors which may result in disciplinary action being taken are categorized as

either major or minor rules violations. Major rule violations are very serious in nature

and can result in the field education being terminated. Repeated minor rule

violations may also result in termination of the placement.

**Major Rules Violations**

Examples of major rules violations include, but are not limited to:

1. Violations of the NASW Code of Ethics, i.e. violation of confidentiality, lack of respect for colleagues, etc. (included in Field Education Manual).
2. Violations of the field education contract.
3. Unauthorized failure to report to the field agency within forty-eight (48) hours of the first day of class.
4. Refusal to perform work properly assigned by the field instructor.
5. Excessive absences or tardiness.
6. Unauthorized absences from the field setting.
7. Reporting hours not actually worked.
8. Unauthorized alteration of a time sheet.
9. Unauthorized appropriation of agency resources for personal use.
10. Abusive or unruly conduct.
11. Acts which may endanger the safety of co-workers or clients.
12. Sexual harassment.
13. Significant impairment of ability to perform internship due to emotional or personal difficulties.
14. Reporting to the field agency under the influence of alcohol or drugs (i.e., drugs not prescribed by a physician.)

**Minor Rule Violations**

Examples of minor rule violations may include, but not limited to:

1. Unsatisfactory performance of duties.
2. Failure to notify field instructor of absences at earliest practical time.
3. Failure to observe assigned work schedule. (i.e. tardiness to work, quitting early, sleeping in office, long lunches, etc.)
4. Violation of agency policy.
5. Violation of Tennessee State University Social Work Program Field Instruction Policy.
6. Excessive use of the agency phone for personal calls.
7. Unauthorized loafing or performing personal work on agency time.
8. Unexcused absences from field education seminar.
9. Failure to attend field education group meeting.
10. Failure to adhere to deadlines for submitting documents and/or written reports.

When rules violations are reported, the field education coordinator, the faculty liaison

and the agency field instructor will counsel with the student in order to identify the

source of the problem and to suggest corrective action. The field education

coordinator prepares a list of the major and/or minor rules violations and makes a written summary of the counseling session. A copy of the violations is provided for the student with a copy of any corrective action plan.

In the event the rule violations are serious or are repetitious of past violations where

corrective actions have been taken, the student may be placed on probation. Before

placing the student on probation, the field education coordinator, the faculty liaison

and the agency field instructor should counsel the student regarding the problem.

Another plan of action for resolving the problem will be developed if the student is placed on probation; the field education coordinator will make a written summary of this meeting. The student will be given a written statement notifying him/her of the probation and the fact that the practicum may be terminated if future rule violation or infractions occur. A written plan for removing the probation will be provided to the student.

If rule violations occur when a field student is on probationary status, the placement may be terminated. The field education coordinator and agency field instructor should meet with the student and discuss the rules violations. At this point the probation may be continued or modified, or the placement may be terminated. The student will be given a written statement of the reasons for terminating the placement.

Students should expect that any disciplinary action may negatively affect the grade assigned to field education. A Student’s appeal of disciplinary action in field education should be handled through the appeal procedures outlined in the student handbook.

**Policy on Repeating Field Education**

A student who has been terminated from field education or who has made a grade of D or F may wish to repeat the practicum. However, students who apply to repeat the field education must submit written documentation to the field education coordinator that previous behaviors and/or skills deficits have been addressed. This documentation will be reviewed to determine if a second field placement is in the best interest of the student, the Social Work Program, and the field placement agency.

The Field Education Committee will make a recommendation to the field education coordinator concerning the student’s request for a second field placement. The field education coordinator will review this recommendation with the student, and if appropriate, will discuss remedial action the student must take. Students may appeal the recommendation of the field education committee through the appeal procedures outlined in the student handbook.

**Overview of Curriculum**

The catalog description of the curriculum for the Tennessee State University Social Work Program has been developed and organized as a coherent and integrated whole. The organization and integration are demonstrated, in part, in the 2020-2021 catalog description of the suggested four-year plan. The Suggested Four-Year Plan, as reproduced from the catalog, is as follows:

**Suggested Four-Year Plan for BSSW Degree**

**FRESHMAN YEAR**

**FALL SEMESTER HR SPRING SEMESTER HR**

ENGL 1010 3 ENGL 1020 3

HIST 2010 3 HIST 2020 3

BIOL 1010, 1011 4 BIOL 1020, 1021 4

MATH 1110 3 ART or MUSC 1010 3

SOCI 2010 3 POLI 2010 3

UNIV 1000 1 16

 17

### SOPHOMORE YEAR

**FALL SEMESTER HR SPRING SEMESTER HR**

SOWK 2010 2 SOWK 2100 3

ENGL 2013 3 ENGL 2023 3

ECON 2010 3 PHIL 1030 3

COMM 2200 3 HUM Elective 3

PSYC 2010 3 Free Elective 3

Free Elective 3 15

 17

# JUNIOR YEAR

**FALL SEMESTER HR SPRING SEMESTER HR**

SOWK 3300 3 SOWK 3350 3

SOWK 3400 3 SOWK 3450 3

SOCI 3600 3 SOWK 3500 3

PSYC 3510 3 ENGL 3106 3

POLI 4200 3 SOWK Elective 2 or 3

 15 (300/400 Level) 14/15

**SENIOR YEAR**

**FALL SEMESTER HR SPRING SEMESTER HR**

SOCI 3000 3 SOWK 4900 1

SOWK 4600 3 SOWK4850 2

SOWK 4800 3 SOWK 4100 8

SOWK Elective, 300/400 Level 3 SOWK 4200 3

 12 14

 **Total: 120 credit hours**

**Liberal Arts Perspective (General Education Core)**

As indicated (reproduced from the catalog), the Tennessee State University Social Work Program rests on a strong liberal arts foundation. This foundation consists of the following required minimum courses:

ENGL 1010, 1020 Freshman English I, II 6

 (Minimum grade of C in each)

ENGL 2013 Black Arts and Literature 3

ENGL 2023 Black Literature: Short Story and Novel 3

HIST 2010, 2020 American History I, II 6

MATH 1110 College Algebra I 3

BIOL 1010, 1011L Introduction to Biophysical Science I, 8

 1020, 1021L II and laboratories

ECON 2010 Principles of Economics I 3

POLI 2010 American National Government 3

PSYC 2010 General Psychology I 3

SOCI 2010 Introduction to Sociology 3

COMM 2200 Public Speaking 3

ART 1010 or MUSC 1010 Art Appreciation or Music Appreciation 3

PHIL 1030 Introduction to Philosophy: 3

 Contemporary Moral Issues

UNIV 1000 Freshman Orientation 1

Free Electives 6

**Definition of Generalist Social Work Practice**

“The utilization of a problem identification problem solving process consisting of an eclectic body of knowledge, skills, and professional values in order to intervene for planned change with individuals, families, groups, organizations and communities.”

**Social Work Professional Foundation**

In the professional phase of the Social Work Program, students must complete a minimum

of 48 semester hours of Social Work courses and 18 hours of related liberal arts perspective courses. Social Work majors must earn at least the C grade in the required social work courses. Students who earn less than the C grade must repeat the course and earn the C grade. Enrollment in Social Work courses 3300, 3350, 3400, 3450, 3500, 4600, 4800, 4850, 4100, 4200 and 4900 is limited to Social Work majors only:

SOWK 2010 Introduction to Social Work 2

SOWK 2100 Social Work Interviewing Skills 3

SOWK 3300 Human Behavior and the Social Environment I 3\*

SOWK 3350 Human Behavior and the Social Environment II 3\*\*

SOWK 3400 Social Welfare Policy 3\*

SOWK 3450 Social Welfare Policy Analysis 3\*\*

SOWK 3500 Social Work Practice I 3

SOWK 4600 Social Work Practice II 3

SOWK 4800 Social Work Research I 3\*

SOWK 4850 Social Work Research II 2

SOWK 4100 Field Instruction 8

SOWK 4200 Field Instruction Seminar 3

SOWK 4900 Senior Seminar in Social Work 1\*\*

SOWK 3000/4000 Social Work Electives 5\*\*\*

HUM Elective RELS 2011- World Religion 3

SOCI 3000 Social Statistics 3

SOCI 3600 The Family 3

PSYC 3510 Developmental Psychology 3

POLI 4200 Legislative Process 3

ENGL 3106 Technical Report Writing – SW 3

**(PLEASE NOTE \*= Fall Course offerings; \*\* = Spring Course Offerings;**

**\*\*\* = to be advised to semester schedule offerings)**

**Electives**

As indicated in the suggested four year plan (Figure 6.1), students are required to complete both general (free) and program (social work) electives. Regarding general electives, students must complete a maximum of six (6) semester hours of 3000/4000 college level courses, including additional social work electives. Five hours of social work elective courses are required. The electives have been developed to focus on particular areas of interest to entry-level practitioners.

**Field Education**

As stated in the catalog, during the sophomore year, prospective social work majors are required to complete SOWK 2010 & 2100, requiring a minimum of 30 clock hours of introductory service learning experience in a social welfare agency. During the junior year, in SOWK 3500 (Practice I), students must complete three written profiles based on direct agency observations. In the SOWK 3600 (Practice II) course, a community assessment and organizational profile is completed by the students. In the last semester of the senior year, students are required to complete a minimum of 400 clock hours of field education instruction (SOWK 4100, SOWK 4200). To enroll in field education, students must have a cumulative GPA of at least 2.30 and the grade of C or better in all professional foundation classes.

**Academic Advisement/Transfer Students**

Students declaring social work as a major must be assigned a program faculty advisor by the program director: They are to meet with the faculty advisor at least twice per semester. Students must complete program admission requirements and these requirements must be evaluated by program faculty. Each student entering the program must be given a comprehensive program orientation and referred to the student handbook located on the website.

The Social Work Program policy on transfer of courses is stated in the University catalog, and the Social Work Policy and Procedural Manual*.* The University Office of Admissions and Records evaluates all non-social work courses that students wish to transfer, as per University policy. It is the program director’s responsibility to evaluate social work courses completed at another college or university. Courses from non-accredited programs and community colleges may be accepted for program credit. The evaluation process includes reviewing the catalog of the previous University. If necessary, the program director may review the syllabus of the course in question, including course objectives, content outline, learning activities and theoretical frames of references. The student is responsible for supplying any requested information if sufficient written information is not available. The transfer student is assigned an advisor after the program director makes a decision regarding the course(s) in question. The advisor will acquaint the student with academic and professional expectations. Student transfer credits must be evaluated within the first semester of entering the, program according to University policy. The student is advised of credits that have been accepted and what courses possibly be substituted for University courses that do not transfer. The advisor and student complete a substitution form for approval from another University department in the event courses other than social work classes are in question. Once the transfer and substitutions have been approved, the advisor and student sign the transfer credit form, and both parties are knowledgeable about what credited have been accepted.

**Academic Credit**

The Social Work Program evaluation of academic performance is an on-going process. During each semester a student confers with his/her advisor at least twice to discuss academic performance. Social work students are provided with information regarding course expectations and methods of evaluation on the first day of class. Students are advised of the course evaluation process through the following:

1. Course syllabi state evaluation processes, which include the University grading system, class assignments, class participation, quizzes and exams, and special projects.
2. Course syllabi state measurable outcomes.
3. Course syllabi state expected educational outcomes.

The specific tasks on which students are graded are related, in some part, to the problem-solving competencies, which are, in effect, the foundation criteria of the evaluation of course performance. Academic credit for life experience and previous work experience will not be given in whole or in part for field practicum or for courses in the professional foundation areas. Statements of this policy can be found in the Tennessee State University Undergraduate Catalog, Social Work Policy and Procedure Manual, Field Education Manual, and program brochure.

# Program Scholarships

There are two scholarships administered by the Social Work Program: the Dr. Hollace Brooks Scholarship and the Dr. Roderic Burton Textbook Scholarship. The Brooks scholarship is awarded during the Dr. Hollace Brooks Symposium, held annually in March during Social Work Month. It was established to award tuition scholarships to two students who meet eligibility criteria. For a student to become eligible, he/she must fulfill each of these requirements:

1. fill out an application for the scholarship.
2. be a social work major.
3. be classified as a junior or senior.
4. have a 3.0 GPA or higher.
5. write a 200-word essay based on the life, ethics, and commitment of Dr. Hollace to professional social work education.

The Dr. Roderic Burton Textbook Scholarship is awarded to a student during the Fall Semester and a student during Spring Semester. For a student to become eligible, he/she must fulfill each of the following requirements:

1. fill out an application for the scholarship.
2. be a social work major.
3. have a 2.5 GPA or higher.
4. verify need for assistance.
5. write a two-page essay explaining need.

Both scholarships are support the mission and goals of the Social Work Program. Moreover, the scholarships remind faculty of respected former colleagues and introduce students to the contributions of these educators/scholars to the Social Work Program and to Tennessee State University.

**Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS)**

Introduction

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve.

The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE)

is recognized by the Council for Higher Education Authority to accredit baccalaureate and master’s degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master’s degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE’s COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

EPAS Revision Process

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

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

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

For updated information about the 2015 EPAS, please visit www.cswe.org/Accreditation or send an e-mail to accreditation@cswe.org.

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

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

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master’s, and doctoral levels shapes the profession’s future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master’s level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design:

(1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment.

The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.

 It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

 Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

Competency-Based Education

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

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations.

Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker’s competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students’ demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

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

Competency 1: Demonstrate Ethical and Professional Behavior

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

Social workers:

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

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

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

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

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

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as

a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well

as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the

micro, mezzo, and macro levels;

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

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

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

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

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

Competency 4: Engage In Practice-informed Research and Research-informed Practice

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

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

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

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

Competency 5: Engage in Policy Practice

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

Social workers:

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

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

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

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical

frameworks to engage with clients and constituencies; and

• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in

the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

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

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

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

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

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

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

Social workers:

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

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

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

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

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

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

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

Social workers:

• select and use appropriate methods for evaluation of outcomes;

• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical

frameworks in the evaluation of outcomes;

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

• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

 Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work.

Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values, and are informed by program context.

Values

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

Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0—Program Mission and Goals

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

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

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

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

Educational Policy 2.0—Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

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

Accreditation Standard B2.0—Generalist Practice

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

B2.0.2 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a

coherent and integrated curriculum for both classroom and field.

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

Accreditation Standard M2.0—Generalist Practice

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

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

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

Educational Policy M2.1—Specialized Practice

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

The master’s program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1—Specialized Practice

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

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

M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.

M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

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

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

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

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

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

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

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

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

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

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

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

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

2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.

Implicit Curriculum

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

Educational Policy 3.0—Diversity

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

The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program’s institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

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

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

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

Educational Policy 3.1—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students’ professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master’s social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1—Student Development:

Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.1.1 The program identifies the criteria it uses for admission to the social work program.

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

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

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

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

3.1.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

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

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

3.1.8 The program submits its policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation

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

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

 \* This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE’s International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

 Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program’s mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

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

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

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

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

M3.2.4 The master’s social work program identifies no fewer than six full-time faculty with master’s degrees in social work from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s social work program faculty has a master’s degree in social work and a doctoral degree, preferably in social work.

3.2.5 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program’s mission and goals.

3.2.6 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.

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

Educational Policy 3.3—Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program’s mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure

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

3.3.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

3.3.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

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

B3.3.4(a) The program describes the baccalaureate program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

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

B3.3.4(c) The program describes the procedures for calculating the program director’s assigned

time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

M3.3.4(a) The program describes the master’s program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the master’s program director have a doctoral degree, preferably in social work.

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

M3.3.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

3.3.5 The program identifies the field education director.

3.3.5(a) The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

B3.3.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master’s social work degree practice experience.

M3.3.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-master’s social work degree practice experience.

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

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

3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program’s mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources

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

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

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

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

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

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

Educational Policy 4.0—Assessment of Student Learning Outcomes

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

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

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

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

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

Accreditation Standard 4.0—Assessment

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

• A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.

• At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.

• An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.

• Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students’ performance meets the benchmark.

• An explanation of how the program determines the percentage of students achieving the benchmark.

• Copies of all assessment measures used to assess all identified competencies.

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

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

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

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

Assessment

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