Bachelor of Social Work

Student Handbook

AY 2023-2024

Department of
SOCIAL WORK

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Visit us at https://mtsu.edu/socialwork/index.php

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Welcome

Dear Students:

We welcome you to the Middle Tennessee State University (MTSU) Department of Social Work! Whether you are beginning or continuing your educational journey with us, we look forward to learning, exploring, and growing together. We prepare students to address the complex social problems of our time to achieve social, racial, and economic justice for all people. We believe that justice can be more than an ideal. Now more than ever, social workers are needed to meet societal challenges. Whether pursuing a Bachelor of Social Work (BSW) or Master of Social Work (MSW), we offer a unique and innovative curriculum to reflect current and future social service needs.

The MTSU Department of Social Work faculty comprises an outstanding group of scholars actively engaged in innovative research to address complex challenges facing our community and worldwide. Their practice experience and research expertise reinforce our social and economic justice commitment. Our goal is to promote intellectual curiosity and embrace academic debate. In addition to various stimulating courses, we offer various field education sites and community engagement opportunities.

We are dedicated to educating future contributors and leaders and learning from each other. Therefore, we encourage one another to foster a community free of anti-racism, discrimination, and intolerance. We promote a respectful, civil, supportive, and safe climate. These core values allow us to provide a learning environment where we can all pursue our dreams and reach our highest potential.

Earning a degree in social work is a collaborative experience. We hope you make personal and professional connections that last throughout your program of study and beyond. To enhance your learning experience, contact faculty, staff, and classmates for information, resources, and support. Do not hesitate to engage with others or ask questions. Even if answers are not readily available, you can enjoy the experience of discovering them together.

We are grateful to have you and look forward to working with you and getting to know you.

Faculty and Staff
Department of Social Work

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Accreditation and Certification

The Bachelor of Social Work (BSW) program at Middle Tennessee State University (MTSU) was granted professional accreditation through the Council on Social Work Education (CSWE) in 1976. The program has been fully accredited since that time. Professional social work accreditation enables graduates of the program to belong to professional social work organizations such as the National Association of Social Workers (NASW), to be eligible for licensure, and to apply for advanced standing in Master of Social Work (MSW) programs. MTSU is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Mission

The Department of Social Work at MTSU prepares students to serve as social work practitioners, scholars, and leaders who assist individuals, families, groups, and communities at the local, national, and international levels. Our faculty seeks to develop culturally informed, community-engaged students who promote social justice and respect for diversity and human rights through research, coursework, fieldwork, and public service.

Vision

Our vision is to create a world where social workers are leaders in promoting a society that values equity, diversity, inclusiveness, and concern for the well-being of all humanity.

Goals

The goals of the Department of Social Work are to:
1. To prepare a diverse student population for generalist social work practice with systems of all sizes that are built on an understanding of the value base of the profession and its ethical standards;
2. To provide a flexible educational program that increases the student's understanding of how diversity and difference characterize the human experience and which are critical to the formation of professional identity;
3. To help students develop the understanding that every person has fundamental human rights and to assist students in understanding strategies designed to eliminate oppressive structural barriers and promote social, economic, and environmental justice;
4. To prepare graduates with an understanding of quantitative and qualitative research methods and their respective roles in advancing the science of social work and in evaluating practice;
5. To ensure students understand that human rights and justice are mediated by policy and its implementation at the federal, state, and local levels, and the global influences that affect social policy; and,
6. To prepare students through academic rigor and experiential learning to engage, assess, intervene, and evaluate diverse individuals, families, groups, organizations, and communities, utilizing evidence-based theoretical frameworks, teamwork, and collaboration.

Faculty Information

The Department of Social Work at MTSU has numerous full- and part-time faculty with various social work experience and expertise. A professional social work advisory board consisting of social workers from the practice community provides input and feedback to faculty. The Department of Social Work faculty and staff

listing is located at https://www.mtsu.edu/socialwork/faculty.php.

Campus Location

In 2020, the Department of Social Work and two other disciplines relocated to the new 91,000-square-foot Academic Classroom Building (ACB). The $39.6 million building includes faculty offices, classrooms, and lab space. ACB includes 14 classrooms and five computer class laboratories, providing 900 class and lab seats. Fourteen smaller, discipline-specific, research rooms with an additional 87 student stations also are part of the facility. The Department of Social Work is located on the first floor in ACB 130.

Additional information regarding the Department of Social Work is located at https://mtsu.edu/socialwork/index.php.

Important Dates

Important dates regarding university registration and the department application process are listed below. The actual dates will be posted on the department's website.

	Fall Semester	**Spring Semester**
Application to the Major	September	February
Admissions Orientation to the Major	September	February
Program Major Orientation (required)	November	April
University Priority Registration	November	April
Field Orientation (required)	September	February
Field Introduction Week (required)	1st week of the semester	1st week of the semester
Application to Field	October	March
Departmental Scholarships		February

Section II. Bachelor of Social Work (BSW) Curriculum Design

Core Competencies

The Council on Social Work Education (CSWE) is the accrediting body for social work baccalaureate and master levels social work educational programs in the United States and establishes the Educational Policy and Accreditation Standards (EPAS). EPAS guides the mission, vision, and goals and informs the design and organization of the BSW program at MTSU curriculum. Successful completion of core courses and field education implies that the student has achieved competency in the following competencies:

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

Each core course will contain a department Standardized Assignment that measures a student's competency and practice behaviors. In addition to a numeric grade, the assignment will calculate scores for competencies at designated points in your education. The instructor will provide a competency report before the end of the semester (refer to the last page of the core course syllabus) within the Tevera Field Management and Accreditation Software. Tevera can be accessed at https://mtsu.tevera.app/#/logon. Additional information regarding social work education competencies can be located at https://www.cswe.org/accreditation/standards/2015-epas/ and CSWE Educational Policy and Accreditation Standards (Appendix A).

Generalist Model

The Bachelor of Social Work (BSW) degree is recognized as an entry-level professional degree for generalist social work practice in public and private social service agencies. The generalist practice framework incorporates a systems perspective that includes: the problem-solving approach; a focus on human diversity; the ability to understand and analyze social work research; an ability to begin to evaluate one's practice; a commitment to human rights and to serving populations at risk and working toward their empowerment; and a commitment to the values and ethics of the social work profession that leads toward social change and social justice.

The BSW curriculum at MTSU is organized, implemented, and evaluated based on a generalist practice framework. The curriculum design is based upon MTSU and the Department of Social Work's requirements and developed in accordance with CSWE's EPAS. The program's curriculum design is to prepare students for beginning-level professional generalist social work practice with individuals, families, groups, organizations, and communities.

The profession of social work is steered by six core values: service, social justice, dignity and worth of the individual, importance of human relationships, integrity, and competence. Values and principles aid in setting a standard for social workers' behavior. Social work professionals are required to have the ongoing ability to develop knowledge, skills, and judgment for safe and ethical practice. Students will need to review the

professional ethics of social work, which are guided by the following organizations:

International Federation of Social Workers (IFSW)	https://www.ifsw.org/global-social-work-statement-of-ethical-principles/.
National Association of Black Social Workers (NABSW)	https://www.nabsw.org/page/CodeofEthics,
National Association of Social Workers (NASW)	https://www.socialworkers.org/about/ethics/code-of-ethics,

In addition to the General Education Curriculum requirements of MTSU, students must complete 54 credit hours in the major to earn a BSW degree. The 54 credit hours consist of 48 credit hours of required core courses and six (6) credit hours of social work course electives. The BSW curriculum at MTSU curriculum consists of required courses that include the study of human behavior in the social environment, social work practice, social policy, research, social and economic justice, human rights, values and ethics, and field experience. Majors must maintain an inclusive GPA of 2.0, and a GPA of 2.5 in all social work courses, and complete 425 hours of field practicum, including experiential learning activities in a social service agency.

Social Work Course Descriptions

The social work courses (required and electives) are presented in Figures 1 and 2. Admission to the BSW Program as a major is a prerequisite for enrollment in SW 3120, SW 3161, SW 3200, SW 4580, SW 4581, SW 4582, and SW 4681, and other courses restricted to Social Work majors.

Figure 1. Required Social Work Courses

SW 2570 **Introduction to Social Work** 3 credit hours
The methods, history, philosophy, and present organization of the social work profession.

SW 2630 **Interviewing Skills for Social Work Practice** 3 credit hours
An introduction to principles and processes of social work practice including interviewing and developing relationships.

SW 3000 **Social Policy** 3 credit hours
Prerequisite: SW 2570. Emphasis on recurring themes in social welfare policy development processes, historical turning points; societal ethics; causal relationship--social problems, social change, and social welfare policy analytical frameworks for assessing social welfare policy and programs.

SW 3110 **Research Methods for Social Work Practice** 3 credit hours
Prerequisite: SW 2570. Research processes; includes information about values for research, knowledge of methods, and opportunities for skill development.

SW 3120 **Data Analysis for Social Work Practice** 3 credit hours
Prerequisite: SW 3110. Data analysis and interpretation. Opportunities for skill development in the use of statistical procedures and knowledge of the meaning of results of such procedures. Instruction in computer use for data entry and data analysis.

SW 3160   **Human Behavior and the Social Environment I: Conception to**   3 credit hours
Adolescence
Major theories of human development across the life span and life course. Ecological relationship of diverse individuals and families with other systems in the social environment described with focus on biological, psychological, and social context and content.

SW 3161   **Human Behavior and the Social Environment II: Young**   3 credit hours
Adulthood to Death/Dying
Prerequisite: SW 3160. Builds on concepts learned in SW 3160. Presents theories on and about the development, structure, and function of small groups, organizations, and communities and how they interrelate eco-systemically with individuals and families. Must be admitted to Social Work program.

SW 3200   **Cultural Diversity: Competency for Practice**   3 credit hours
(Same as AAS 3200 and AST 3200.) Examines culturally appropriate practice issues that are essential considerations for effective service delivery, including African Americans and other historically oppressed groups in the U.S.

SW 4580   **Social Work: Practice I**   3 credit hours
Prerequisites: SW 2570, SW 2630, SW 3000, and SW 3160. Theories and related techniques for beginning-level social work. (Must be admitted to Social Work program.)

SW 4581   **Social Work: Practice II**   3 credit hours
Prerequisites: SW 2570, SW 2630, and SW 4580. Group process and group techniques as they apply to social work practice, including both treatment and task groups. (Must be admitted to Social Work program.)

SW 4582   **Social Work: Practice III**   3 credit hours
Prerequisites: SW 3110, SW 3120, SW 4580, 4581, and senior standing; must be admitted to the Social Work program. Theories and related techniques for advanced-level social work practice. (Must be admitted to Social Work program.)

SW 4681   **Field Instruction: Block Placement**   12 credit hours
Prerequisites: SW 3110, SW 3160, SW 3161, SW 3200, SW 4580, SW 4581, & SW 4582; must be admitted to the Social Work program and senior standing
Provides student instruction through experience in a social service agency under the joint supervision of an agency Field Instructor and a faculty Field Liaison with a concurrent seminar.

SW 4690   **Integrative Seminar in Social Work**   3 credit hours
Prerequisites: SW 3110, SW 3160, SW 3161, SW 3200, SW 4580, SW 4581, & SW 4582; must be admitted to the Social Work program and senior standing
An opportunity for the student, with instructor and peers, to explore the knowledge, values, and skills gained from academic and field experiences and to synthesize and integrate theory and practice. (Must be admitted to Social Work program.)

Figure 2. Social Work Elective Courses

SW 2000   **Social, Economic, and Environmental Justice**   3 credit hours
Advances knowledge and skills embedded in the values of social, economic, and
environmental justice for all people across systems of all sizes that are essential to
generalist social work practice and work in other professions.

SW 2010   **Professional Writing for Social Work Practice**   3 credit hours
Writing case notes for Social Work. Focuses on the use of APA formatting to
assist students in preparing effective documentation for practice and acceptable
manuscripts for publication.

SW 2750   **Introduction to Substance Abuse**   3 credit hours
Provides an overview of issues related to substance abuse. Addresses the role of social
workers and other helping professionals, models of addiction, treatment and recovery.
Introduces evidence-based intervention strategies and the effects of addiction on family
systems and communities.

SW 3010   **Technology in Social Work**   3 credit hours
Focuses on the use of technology in social work, including legal and ethical issues and the
use of technology in social services (e.g., direct services, electronic data management, and
HIPAA) and activism (e.g., advocacy, disparity, and adaptation of intervention).

SW 3020   **Social Work and Health**   3 credit hours
Provides health-related information including policy, program description, and diverse
individual perspectives on health; students will develop an understanding of the role of
social work in health education, health literacy, the development of health-related policy,
and the impact of health on daily living among clients served in social work settings.

SW 3030   **Social Work with At Risk Youth**   3 credit hours
Examines social work practice with the adolescent population who is at risk for
involvement in the juvenile justice system or criminal justice system.

SW 3040   **Financial Capability**   3 credit hours
Introduces the field of financial capability and asset building. Influences of social
inequality and marginalization, diverse contexts, the lifespan, policy and practice, and
emerging trends included.

SW 3050   **Women and Poverty**   3 credit hours
Predominant theories, policies, and programs dealing with poverty among women.
Explores the effects of poverty on women in addition to a general knowledge of poverty;
ageism, sexism, and racism in relation to poverty; historical treatment of women and views
of poverty.

SW 3060   **Case Management**   3 credit hours
Overview of the case management system and the tools to evaluate and analyze policies
and programs that intersect with case management.

SW 3170   **Family Caregiving Across the Life Span**   3 credit hours
Caregivers--gender roles, cost of caregiving, managing stress, respite care, finding recourses, financial and legal matters, establishing support groups, differential caregiving tips for various illnesses and disabilities from infancy to old age, emerging trends, and long-distance caregiving.

SW 4010   **Juvenile Justice**   3 credit hours
Overview of the juvenile justice system and the tools to evaluate and analyze juvenile justice policies and programs.

SW 4020   **Social Work with Older Adults**   3 credit hours
Provides a strengths-based, multigenerational family and community focused framework that values diversity, resiliency, empowerment, social justice, and social change among older adults.

SW 4030   **Child Welfare Services I**   3 credit hours
The contemporary child welfare system and services designed to strengthen families. Historical trends, policy issues, and child advocacy.

SW 4031   **Child Welfare Services II**   3 credit hours
Prerequisite: SW 4030. The contemporary child welfare system and services designed to strengthen families, historical trends, the changing family, challenges, policy and practice implications, and culturally responsive skills and solutions for permanency.

SW 4070   **Social Work with the Military and Veterans**   3 credit hours
This course introduces evidenced based theories for working with U.S. military personnel, veterans, and their families. Content also explores the unique needs of special populations in the military such as women, LGBT, aging veterans, and the intersectionality of race and ethnicity.

SW 4100   **International Social Work**   3 credit hours
International dimensions of social work. Explores the impact of globalization on social work problems. Includes status of women, aging populations, family breakdown, drug addiction, child abuse and neglect, poverty, and emerging problems such as civil strife, ethnic cleansing, resettlement, and AIDS.

SW 4150   **Topics in Social Work**   3 credit hours
Selected topics important in current social work practice but too specialized to be taught as regularly scheduled courses.

SW 4150   **Topics in Social Work: Family Violence**   3 credit hours
The purpose of this course is to educate future, social workers, psychologists, medical professionals, Religious leaders and People involved in human services as to the subtly of family violence across the human life span. To define and respond to the profound impact on all aspects of human life. To challenge beliefs and myths about family violence based on religious, cultural, social traditions. To inspire critical thinking that can lead to meaningful contributions to prevention and intervention the field of Family Violence.

SW 4210   **Social Work Practice in Criminal Justice Setting**   3 credit hours
Roles that social workers play within criminal justice settings such as law enforcement, probation, and parole, court systems, and corrections.

SW 4250   **School Social Work**   3 credit hours
Introduces social work students to practice in school settings. Examines various roles of social workers in school systems and the specifics of practicing with students from 3-21 years of age in individual, group, and organizational level interventions.

SW 4430   **Social Work with the Terminally Ill**   3 credit hours
Factors and principles involved with the terminally ill which should stimulate students to learn and think about what he/she values and anticipates experiencing in the area of medical social work.

SW 4440   **Social Work with the Disabled Individual**   3 credit hours
The effects of disability on the individual, the family, and society. An examination of a variety of intervention strategies from a social work perspective.

SW 4640   **Health: Organizations, Policy, and Ethics**   3 credit hours
(Same as SOC 4640.) A resource allocation assessment of U.S. health care systems. Applied ethics topics (i.e., justice, virtue, and informed consent) included.

SW 4720   **Crisis Intervention**   3 credit hours
The basis of crisis theory applied to intervention services for suicide, rape, natural disasters, and other crises.

SW 4800   **Special Projects**   1 to 6 credit hours
Field experiences or reading courses through which special interests or needs of the student may be pursued under individual supervision. Arrangements must be made with an instructor prior to registration.

Section III. Bachelor of Social Work (BSW) Major

The BSW major prepares students for generalist social work practice. Social workers promote human and community well-being; our courses focus on developing competent, ethical professionals with the knowledge, values, and skills for effective practice with individuals, families, groups, agencies, and communities. Guided by an awareness of individuals and their environment, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is realized 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.

Recommended Curriculum Sequence

(Completion within 4 semesters)

Pre-requisites:

        Introduction to Social Work and required general education courses

Recommended General Education:

        Introduction to Sociology

        Introduction to Psychology

        Biology

Sophomore Year

First Semester			*Second Semester		
ENGL 2020, ENGL 2030, or HUM 2610 (Hum/FA)		3 hours	HIS 2010, 2020, 2030, 2040, or 2050		3 hours
HIS 2010, 2020, 2030, 2040, or 2050		3 hours	Hum/FA		3 hours
Hum/FA		3 hours	PSY 1410 or Soc/Beh Sci		3 hours
SW 2630	Interviewing	3 hours	SW 3000	Policy	3 hours
Elective/Minor		4 hours	Elective/Minor		3 hours
	Total	**16 hours**		**Total**	**15 hours**

Junior Year

*First Semester			Second Semester		
SW 3110	Research	3 hours	SW 3120	Data	3 hours
SW 3160	HBSE I	3 hours	SW 3161	HBSE II	3 hours
SW Elective		3 hours	SW 3200	Diversity	3 hours
Elective/Minor		6 hours	SW 4580	Practice I	3 hours
			Elective/Minor		3 hours
	Total	**15 hours**		**Total**	**15 hours**

Senior Year

**First Semester (classes MW only)			Second Semester (classes F only; Field M-TH)		
SW 4581	Practice II	3 hours	SW 4681	Field Instruction: Block Placement	12 hours
SW 4582	Practice III	3 hours	SW 4690	Integrative Seminar	3 hours
Elective/Minor		3 hours			
Elective/Minor		3 hours			
Elective/Minor		3 hours			
	Total	**15 hours**		**Total**	**15 hours**

*=Apply for admission as Social Work Major   **=Apply for admission to field

Part-time students should work closely with their academic and faculty advisor to ensure courses are taken in the correct sequence.

MT Engage Major Pathway

The Department of Social Work at MTSU is an MT Engage Major Pathway. MT Engage (MTE) promotes active engagement in learning, integrative thinking, and reflection across educational experiences. MTE includes experiential learning, volunteering, service-learning projects, community activities with courses, and practicums/internships. Each semester courses that are certified as MTE will be designated in Pipeline. The student will submit assignments that are designated as MTE to the D2L ePortfolio. The student will their final ePortfolio in SW 4690: Integrative Seminar in the BSW program.

Participation in ePortfolio training is also **required** to meet MTE distinction, and additional information can be located at https://mtsu.edu/mtengage/student_resources.php. In an end-of-course survey, students will also answer questions about their MT Engage experience. Students will receive important informational emails from the MTE about ePortfolio training and how to qualify for MTE scholarship competition. Additional information can be located at https://www.mtsu.edu/mtengage/about_us.php.

Credit for Life, Volunteer, or Employment Experience

Applicants should be aware that, consistent with CSWE standards, the MTSU-BSW Program does not grant academic credits for life, volunteer, or work experience.
The program does not grant social work course credit for life experiences or previous work experience.

Transfer Credits

General Education courses transferred from another college or university are evaluated by the Registrar for transfer credit. Social work courses taken at another four-year BSW program accredited by the Council on Social Work Education may be accepted as equivalencies to social work major courses. Coursework from accredited Social Work Programs will be accepted as follows:

a. Introduction to Social Work, advanced electives, and comparable junior-level course(s). No senior-level course(s) will be accepted.
b. The senior year core courses must be taken as part of the 30 hours in residency required by MTSU.
c. 30 hours must be taken at MTSU-not transferred; 18 of the last 30 hours must be taken at MTSU-not transferred.
d. Equivalencies will be determined by the social work faculty on a course-by-course basis. If social work courses taken at another institution are accepted for transfer by the registrar but are not found to be equivalent to MTSU courses, the courses may be counted as electives.

BSW Program Admissions Process

The admissions process to the BSW program occurs in three steps: (1) Pre-Social Work Major, (2) Social Work Major, and (3) Field Education.

Pre-Social Work Major

Prior to declaring social work as a major, the student must first be admitted to MTSU. This procedure is handled by the University's Office of Admissions. Incoming freshmen students who have identified Pre-Social Work as their major are advised through University College. Transfer students who have identified Pre-Social Work as their major are normally assigned immediately to the Department of Social Work for advisement. All students within the BSW program, regardless of status (e.g., new freshmen, transfer, change of major), should work

closely with their academic and faculty advisors to provide guidance on academic matters, assist with problem-solving, and other consultant on professional development and social work career opportunities

Social Work Major

It is important that students work closely with their advisors in preparation for the Social Work major application process. A student may apply for admission to the Social Work major when the following requirements are met:
1. Completion, or in process of completing, a minimum of 60 credit hours toward a degree, including all general education requirements;
2. Completion of SW 2570, Introduction to Social Work, and one additional three credit hour class in social work, both with a minimum grade of "C-"; and,
3. Minimum Inclusive GPA of 2.0; Inclusive means all courses (MTSU and transfer) taken with the exception of developmental courses.

When the abovementioned requirements are met, the student is ready to apply as a Social Work major. Applications are accepted in September and February of each academic year for the Social Work major. The student may attend an **Admissions Orientation** in the semester in which they apply. Students will apply utilizing the university's dynamic form, which is accessible through the department's website at https://www.mtsu.edu/programs/social-work/info2.

The student application packet for admission must include the following:
1. The completed application form;
2. The essay;
3. A pdf current copy of an unofficial transcript from Pipeline;
4. Student organization confirmation (e.g., a letter from the organization, receipt of payment); and,
5. Recommended five professional letters of recommendations; have three for the application process must (one MUST be from a social work faculty); references will receive an email to upload in the university dynamic form after the application is submitted.

The college academic advisor will upload the student's upper division form in the university dynamic form. **NO screenshots of documents/forms will be accepted.** Students must complete the application packet and upload the required forms/documents by the due date determined by the department.

Application Decision Process

The BSW Admissions Committee consists of department faculty members. The committee reviews applications for admission to the major and determines the application process. The committee members make recommendations of students to be admitted to the major, and the entire faculty makes the final recommendation. Student applications are reviewed for:
1. Completed application packet by the deadline date of the appropriate semester;
2. Judgment of satisfactory quality of essay and suitability for professional social work; and,
3. A majority of "above average" and "outstanding" ratings on reference forms.

Note that admission to the BSW program is competitive. Admission decisions include acceptance, conditional acceptance, or denial. When students are in the process of completing social work prerequisites and general education requirements, conditional admission may be granted. Students are fully admitted upon completion of prerequisite and general education courses at the conclusion of the semester. Students who do not complete these courses with a C- or better at the conclusion of the semester are not admitted into the program.

Another example of contingent admission is for resubmission of the application essay. Students who must resubmit their application essay **must** contact their social work faculty advisor to make an appointment and discuss their essay and visit the MTSU Writing Center for support to improve their essay. These students may be fully admitted upon successful revision and resubmission of their essay at the conclusion of the semester. For more information on the MTSU Writing Center or to make an appointment, visit: https://www.mtsu.edu/writing-center/index.php or call 615- 904-8237. The writing center is located in Walker Library, Room 362, or you may email them at uwcenter@mtsu.edu

Students who are denied admission may reapply to the BSW program or choose another major with a Social Welfare minor. Students who change majors are recommended to pursue the Bachelor of Science in Integrated Studies, which is offered by University College. Students can find more about the Bachelor of Science in Integrated Studies (B.S.) at https://www.mtsu.edu/programs/integrated-studies/degrees. All students are notified via email at the same time. Admission to the program notifications will be sent prior to registration time (fall or spring). The student is **required to attend a Social Work Major Orientation** in the semester in which they apply.

Conditional Admission Policy

Applicants may be granted a conditional admission to the program when one or more of the admissions requirements is not yet fulfilled but in progress. It is the applicant's responsibility to ensure that these outstanding conditions are fulfilled. Upon completing outstanding items, the conditional admission will be changed to full admission.

Field Education

Social work field education is essential to the BSW degree and consists of applied learning and demonstrating competence in practice. Field education is the signature pedagogy for professional social work. The field practicum is a requirement for all social work majors.
A listing of social service agencies is available in Tevera. Students may also discuss their interests with the BSW Field Coordinator.

The final decision rests with the Field Coordinator and faculty. Once students are accepted into a practicum, students receive professional guidance from their on-site Field Instructor (supervisor) and the faculty-Field Liaison who guides them through the semester. All social work students are assigned to social service agencies for field experiences as generalist social workers.

Professional Liability Insurance

Prior to entering SW 4681: Field Instruction Block Placement, students will need to secure professional liability insurance. Additional information can be located on page 35 of this handbook.

Section IV. Undergraduate Student Requirements

Graduation Requirements and Information

Students must satisfy the following for graduation requirements for the Bachelor of Social Work (BSW) degree:

1. A minimum grade of "C" in all social work courses.
2. A total of 120 credit hours with at least a 2.0 GPA.
   a. 30 hours must be taken at MTSU-not transferred.
   b. 18 of the last 30 hours must be taken at MTSU-not transferred.
   c. 50 senior college hours must be taken at a four-year college.
   d. A minimum of 41 hours of general education courses.
   e. 54 hours in the major of social work (48 hours in required social work core courses and six hours in social work elective courses).
   f. 25 hours of electives or minor.
   g. Of the 120 semester hours, 36 must be upper division hours (3000/4000 level course) with at least a 2.0 GPA.
   h. No substitution of 1000/2000 level courses towards 3000/4000 level courses.

In all instances, meeting the requirements for graduation is the responsibility of the student. Review the University Catalog for a complete listing of all graduation requirements at https://www.mtsu.edu/ucat/.

Standardized Examinations Requirements

The following are **required standardized examinations** for **all graduating seniors at MTSU**.
1. **General Education Core** - All university graduates must complete a group of basic courses known as the General Education Core. Undergraduate students demonstrate their basic knowledge by taking a General Education exam the semester they graduate. MTSU's current General Education exam is the California Critical Thinking Skills Test (CCTST). The exam is given to all seniors who will graduate with a bachelor's degree. Test dates are scheduled during the summer, fall, and spring semesters. Testing sessions last approximately one hour online. The exam is online at the University Testing Center in the KUC. You will take this exam on your own time, not class time. For additional information, you may send an email to iepr@mtsu.edu.
2. **Area Concentration Achievement Test (ACAT)** - All graduating seniors at MTSU must take a Major Field Test. For social work, the Major Field Test is the Area Concentration Achievement Test (ACAT), which assesses content knowledge and retention by students at the completion of their major field of study. This is an online exam. **Students should schedule the above major field tests by visiting the website https://www.mtsu.edu/testing/online.php.**

For both exams, students who are registered with the Disability Access Center (DAC) will need to check to see if they are eligible to waive the exams. To receive a waiver of exams, students must check with DAC at 615-898-2783 or dacemail@mtsu.edu. Additional information regarding these examinations can be found at https://www.mtsu.edu/iepr/field_test.php#B.

Minor in Social Welfare

Social Work majors cannot minor in Social Welfare. Non-social work majors may earn a minor in social welfare by completing 15 hours. Students are required to take SW 2570, SW 3000, and SW 3200 and two other social work courses of their choice, which are not restricted to social work majors.

Advisement Policies and Procedures

Student advisement is an important and essential component of the Department of Social Work. Students have both academic and social work faculty advisors. There are three broad purposes of advisement:
- Provide guidance on academic matters
- Assist with problem-solving
- Offer consultation on professional development and social work career opportunities

Advisement in the BSW program occurs at two levels. Academic advisement facilitates the student's staying in their academic sequence. Both the academic advisor and social work faculty advisor are a part of the student's success team. The academic advisor and faculty advisor serve as the student's major link with the University faculty and the channel for communication with the administration.

Faculty advisement looks at the goodness of fit between a student and the profession of social work. The developmental approach to advisement taken by the program suggests that the major objective should be student growth. This includes assisting students in self-understanding and self-acceptance, considering both their life and career goals, and developing an educational plan.

The instructor should be the first point of contact for any concerns or questions related to courses. Other questions and concerns should be directed to the assigned Academic or Faculty Advisor. The Academic Advisor is located in the College of Behavioral and Health Sciences Advising Office, located in the Academic Classroom Building, Suite 140. In addition, all full-time social work faculty members serve as faculty advisors. Students may access contact information for their advisors via Pipeline.

Advisor Roles

Academic Advisor

The **Academic Advisor** is the first point of contact for any issues related to academics. They can offer direction about curriculum planning and assist in completing registration for courses. The purpose of academic advisement is to:
1. Advise the student through the process of obtaining a BSW degree, which includes completing an academic map, preparing an application packet, obtaining a final degree check, and preparing for field practicum and graduation.
2. Assist the student in preparing semester schedules prior to registration.
3. Work with the student around any academic problems that may arise.
4. Work with students to meet graduation requirements (i.e., intent to graduate).

Students are expected to meet with their assigned academic advisor each semester to outline their social work program and goals and set semester schedules. The student's academic map and college transcripts provide consistent academic information to assist in accurate planning of their progression through the program.

Faculty Advisor

The **Faculty Advisor** is a social work faculty member who provides an additional link to the field of social work. The faculty advisor is available to assist with clarification on social work topics, licensure, the Code of Ethics, and mentorship. They can assist with career advising and progress toward achieving career objectives, as well as practice experience and practice interests. They can also coach students on time management, problem-solving, and additional support in adjusting to college and thriving academically and professionally. The faculty advisor serves as a role model of social work values and professionalism; the advisor assists with the student's

professional development, helping the student to assess their aptitude and motivation for a career in social work and to clarify their career goals and options. **Students are encouraged to meet with their faculty advisor at least one time per semester.** Students can access social work faculty advisors during office hours and/or via email.

After a student has declared a Pre-Social Work major, they are to visit the Social Work Office and complete an informational declaration form to have a social work faculty advisor assigned. The assigned social work faculty advisor can be found on each student's Pipeline account. To locate the social work faculty advisor's name:

- Log in to **PipelineMT** at https://www.mtsu.edu/ and sign into your Pipeline account.
- Click **Registration and Student Records**.
- Click on **Assigned Advisor(s)** icon,
- Select a term and **Submi**t (make sure you select the correct term).
- All student-assigned advisor(s), including office locations, emails, and phone numbers, are provided

Advisement Procedure

Once submitted, the student will have access to the name of their assigned faculty advisor.
When appropriate, both advisors inform and refer students to the MTSU Counseling and Career Center, the Writing Lab, the Financial Aid Office, the Student Health Center, the Disability and Access Center, and other university services. Advisors confine their role in advisement to those issues germane to student academic needs.

Student Rights and Responsibilities

Student Participation

The Social Work Program fully supports students' rights and responsibilities in formulating and modifying academic and student affairs policies. Social work students are encouraged to participate fully in the rights and responsibilities provided to them at Middle Tennessee State University as outlined in the university catalog, which is available online. The program also encourages, and will facilitate, students organizing in their interests.

Student Organizations

Participation in student organizations is an integral part of the student college experience and offers experiences beyond the classroom environment. The benefits of participating in student organizations are networking, peer support, and opportunities to grow personally and professionally in the field of social work. There are several student social work organizations in the Department of Social Work

Bilingual Students' Social Work Organization (BSSWO)

The Bilingual Students' Social Work Club was chartered at MTSU in 2019 for the following purposes: to be a safe space for bilingual social work students; to enhance and expand professional skills of the members; to learn more about diverse communities and how to serve them; and to improve individual and group cultural awareness and cultural sensitivity. Applications for membership are available in the Social Work office. Additional information is located at https://www.mtsu.edu/socialwork/BilingualStudentsSW.php

National Association of Black Social Workers, Student Chapter (NABSW)

The National Association of Black Social Workers (NABSW) was established in 1968 to advocate and address important social issues that impact the health and welfare of the Black community. NABSW is comprised of over 100 membership chapters and over 30 university and college student chapters throughout the continental United States, Canada, and the Caribbean. MTSU's chapter of NABSW was established in 2010.

The mission of NABSW is committed to enhancing the quality of life and empowering people of African ancestry through advocacy, human services delivery, and research. NABSW will work to create a world in which people of African ancestry will live free from racial domination, economic exploitation, and cultural oppression. In collaboration with national, international, and other appropriate groups, NABSW will continue to leverage its collective expertise to strategically develop capacity of people of African ancestry to sustain and flourish. The vision of NABSW is guided by the Swahili Seven Principles of Nguzo Saba (Unity, Self-determination, Collective Work and Responsibility, Cooperative Economics, Purpose, Creativity, and Faith), and the Seven Cardinal Virtues of Ma'at, which are Right, Truth, Justice, Order, Reciprocity, Balance, and Harmony. Additional information is located at https://www.mtsu.edu/socialwork/nabsw.php.

Phi Alpha Honor Society

This honor society is for social work students dedicated to excellence in scholarship and high professional standards. Established in 1962, Phi Alpha Honor Society boasts over 450 chapters nationwide. The national social work honor society was charted at MTSU in 1998. The purposes of the Phi Alpha Honor Society are to provide a closer bond among social work students and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Applications for membership are available in the Social Work office. Additional information is located at https://www.mtsu.edu/socialwork/phialpha/index.php.

Student Social Work Organization (SSWO)

The SSWO, formerly known as Social Work Forum, is an organization of social work majors officially recognized by MTSU. All social work students are invited to become members along with other interested students. The mission of SSWO is to (a) advance excellence in social work practice, (b) encourage members, (c) provide an opportunity for members to socialize with peers and colleagues, and (d) provide opportunities for students to participate in various learning experiences. SSWO is comprised of students who would like (a) an opportunity to meet other students also interested in social work, (b) to keep current on issues related to the social work profession, (c) to attend conferences, and (d) to participate in social service activities in the community. SSWO is a great way to reach out, make new friends, and make a difference. SSWO is an informal organization that meets regularly during the fall and spring semesters. Applications for membership are available in the Social Work office. Additional information is located at https://www.mtsu.edu/socialwork/swforum.php

National Association of Social Workers (NASW)

NASW is the national organization for professional social workers with over 120,000 members and 55 chapters throughout the United States and abroad. The organization's programs in professional development, professional standards, professional action to achieve sound social policy affecting those who are served, and membership services are structured to help all Social Workers to advance their practice in the field of helping people. The organization believes in commitment to a high standard of practice and guides its members to this standard through the Code of Ethics. NASW meetings are held annually, both on the National and State level. Local

branch meetings are held monthly. Low student membership rates are offered for those pursuing an education in the field of Social Work. Liability insurance, sometimes required during a student's practicum semesters, may also be obtained from NASW. Insurance and NASW membership applications can be obtained in the Department of Social Work office. Additional information is located at https://www.naswtn.com/ and https://www.socialworkers.org/. Members of NASW also receive the professional journal *Social Work*, which is committed to improving practice and extending knowledge in social work and social welfare. The journal is published bimonthly and is indexed/abstracted in:

> *Criminal Justice Abstract, Social Citation Index, Social Work Research and Abstracts, Social Sciences Index*, and various other publications.

Faculty Meetings

A student will be elected by the student social work organizations (Bilingual Students' Social Work Organization, National Association of Black Social Workers, Phi Alpha Honor Society, Student Social Work Organization) as a liaison between social work students and the faculty. Social work faculty may choose to select additional student(s) to serve as student liaisons. The liaison(s) will be non-voting participants at social work department faculty meetings and will have a scheduled time on the agenda to share concerns and information from student organizations and the student body. Student liaisons will be excused from the discussion at faculty meetings when the faculty address confidential issues.

Social Work Department Advisory Board

A student will be elected by the social work student organizations (Bilingual Students' Social Work Organization, National Association of Black Social Workers, Phi Alpha Honor Society, Student Social Work Organization) to be the student representative on the Social Work Department Advisory Board and will be a full participant in board activities.

Grade Appeal

University Policy 313, Student Grade Appeals, provides an avenue for MTSU students to appeal a final course grade in cases where the student alleges that unethical or unprofessional actions by the instructor and/or grading inequities improperly impacted the final grade.

Academic Integrity/Misconduct

Please review the information on Academic Integrity and Misconduct. Academic integrity is a hallmark of Middle Tennessee State University. We expect students to present original work for all academic assignments turned in for credit and appropriately credit all sources used. Academic misconduct includes, but is not limited to:

1. **Plagiarism**: The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse.
2. **Cheating**: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes unapproved collaboration, which occurs when a student works with others on an academic exercise without the express permission of the professor. It also includes purchasing assignments or paying another person to complete a course for you.
3. **Fabrication**: Unauthorized falsification or invention of any information or citation in an academic exercise.

Going online and using information without proper citation, copying parts of other students' work, creating information to establish credibility, or using someone else's thoughts or ideas without appropriate acknowledgment is academic misconduct. If a student has a question about an assignment, they should ask the class instructor. All cases of academic misconduct will be reported to the Director of Student Academic Ethics and may result in failure on the test/assignment or for the course.

Students guilty of academic misconduct are immediately responsible to the class instructor. In addition to other possible disciplinary sanctions (including suspension from the university), which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or zero for an activity or to assign an "F" for the course. Students accused of plagiarism will be immediately reported to the Director of Student Academic Ethics.

Some course instructors may be submitting materials to an online service (Turnitin.com) which will review the work for plagiarism. The student should also review the report generated for each assignment and self-check for plagiarism. Information on correctly citing work is provided within the course modules or through the University Writing Center.

Performance Standards

Because of the positions of authority that social workers hold and the potential to do harm in those positions, academic requirements in social work programs are, by necessity, comprehensive. In addition to academic requirements for completion of courses at specific grade levels, social work students are expected to behave in a manner consistent with the values, ethics, and conduct required of professional social workers. Students demonstrate these performance requirements in three primary roles in the program: as learners, as students in a professional program, and as future professional practitioners. Comprehensive academic performance standards in the social work program include cognitive-affective skills and behavioral and professional components, which are primary indicators of professional readiness for social work practice.

Students who are unable to achieve or to demonstrate the essential behavior identified in this document will come before the Academic and Professional Standard Review Committee in accordance with the program policies and procedures that govern how issues of student continuation in and termination from the program are addressed.

Academic Performance Standards Policies

- Students must achieve and maintain an overall GPA of 2.0.
- Students must achieve and maintain a minimum GPA of 2.5 in required social work courses.
- Students cannot meet social work requirements if they earn below a C in required social work courses. If a grade below C is earned in a course required for admission to the program, the course must be successfully repeated (with C or better) before the student is eligible to apply for admission to the major. If the course is a prerequisite to another social work course, the student cannot enroll in the next course in the sequence until the prerequisite is successfully repeated with a C or higher.
- All social work students (including both social work majors and students declaring social welfare as a minor) who earn a grade below a C in a required social work course are eligible to repeat the course **one time only**. Any student earning a grade below C at the time of withdrawal from a required social work course will be allowed to repeat the course **one time only.**

- All social work students (including both social work majors and students declaring social welfare as a minor) are allowed to repeat **only two required social work courses** in which they received a grade below a C.
- Every effort is made to ensure the student's success while completing the field experience. Therefore, students who earn a grade below C in the Field Experience **may not repeat the course**, thus, cannot graduate with a BSW degree.

Behavioral Performance Standards

- Students must demonstrate judgement and conduct consistent with the values and ethics of the profession as advanced in the *NASW Code of Ethics*, as well as the established laws, policies, and professional standards of practice.
- Show a willingness to receive and accept feedback and/or supervision in a positive manner and to use the feedback to enhance professional development.
- Demonstrate the ability to deal with life stressors using appropriate coping mechanisms.
- Relates interpersonally in a respectful, non-manipulative, and nondiscriminatory manner characterized by maturity.
- Use proper channels for conflict resolution.
- Maintain appropriate boundaries in all relevant relationships and arenas.
- Show potential for responsible and accountable behavior by observing deadlines, keeping appointments or canceling appointments if unable to keep them, attending class regularly and on time, and observing assignment due dates.
- Responds promptly and appropriately to communication from faculty, supervisors, field instruction personnel, and clients.
- Speaks with dignity, respect, and cultural sensitivity to peers, clients, faculty, staff, advisors, supervisors, agency personnel, and Field Instructors.
- Prepares written products that reflect mastery of the conventions of the written word in clarity, accuracy, and completeness, utilizing correct grammar and syntax, proper diction, accurate reasoning, and APA formatting.

Social Media and Professional Communication Standards

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e., Facebook, Instagram, Twitter, etc.) and other forms of electronic communication (i.e., email, blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material that could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including **any** information that might lead to the identification of a client or

compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the

standards set by the Department of Social Work, the Tennessee Code of Conduct for Social Workers, and/or the National Association of Social Workers Code of Ethics.

Social work students should consider that they will be representing professional social work practice, Middle Tennessee State University, and the Department of Social Work while in the classroom, the University, and the broader community. Additional information regarding professional practice and ethical standards can be located at https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS.

Reasonable Accommodations

Middle Tennessee State University is committed to campus access in accordance with Title II of the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973. Any student interested in reasonable accommodations can consult the Disability & Access Center (DAC) website and/or contact the DAC for assistance at 615-898-2783 or dacemail@mtsu.edu.

Title IX

Students who believe they have been harassed, discriminated against, or been the victim of sexual assault, dating violence, domestic violence, or stalking should contact a Title IX/Deputy Coordinator at 615-898- 2185 or 615-898-2750 for assistance or review MTSU's Title IX website for resources. MTSU faculty are concerned about the well-being and development of our students and are legally obligated to share reports of sexual assault, dating violence, domestic violence, and stalking with the University's Title IX coordinator to help ensure students' safety and welfare. Please refer to MTSU's Title IX website for contact information and details.

Harassment

MTSU is committed to establishing an atmosphere where your work, education, and participation in the university's activities and programs will be free from intimidation or offensive behaviors. Sexual, racial, or other forms of harassment have no place in a university community. For more information, contact: Middle Tennessee State University Institutional Equity and Compliance Office, Cope Administration Building, 615-898-2185.

<div align="center">**Section V. Scholarships and Awards**</div>

University financial aid and scholarship information is located at [MTSU Undergraduate Scholarships | Middle Tennessee State University.](#) The Department of Social Work awards and scholarships information is located at https://www.mtsu.edu/socialwork/scholarships.php. Also refer to important dates on page 3 of this handbook.

HOPE Scholarship

Do you have a lottery scholarship? To retain the Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, FA, or I in this class may negatively impact TELS eligibility.

If you drop this class, withdraw, or stop attending this class, you may lose eligibility for your lottery scholarship, and you may not be able to regain eligibility.
For additional Lottery rules, please refer to your [Lottery Statement of Understanding form](#) or contact your [MT One Stop Enrollment Counselor](#).

Brian Burdette Social Work Scholarship ($500 per semester; 1-year maximum)
   a. Must have an overall GPA of 3.0 or higher as reflected on transcript from Pipeline;
   b. Must be majoring in social work (BSW), having completed at least 60 hours at the time the scholarship is received (full-time student with Junior or Senior standing);
   c. Must be in good academic standing;
   d. Must have demonstrated financial need, as determined by the University;
   e. Must have demonstrated a firm commitment to helping people experiencing homelessness, food insecurity, social injustice, and/or other social or economic life challenges.

   NOTE: First preference will be afforded to applicants who are first-generation college students and/or who are struggling with difficult life challenges.

Dale Seime Scholarship ($300 per semester; 1-year maximum)
   a. Must have an overall GPA of 3.0 or higher as reflected on transcript from Pipeline;
   b. Must be majoring in social work (BSW), having completed at least 60 hours at the time the scholarship is received (full-time student with Junior or Senior standing);
   c. Must exhibit a commitment to the field of medical social work;
   d. Must have demonstrated financial need, as determined by the University.

Marian Clark Scholarship
   The intention of the scholarship is to help pay tuition during field practicum. Each year as many as 20 scholarships are awarded. **This scholarship is available for both BSW and MSW (part-time or full-time) candidates.**

   Must be taking field practicum this summer or the next academic year;

   a. Must have a minimum overall GPA of 3.0 – OR – A 3.5 in the social work major;
   b. Must have demonstrated financial need, as determined by the University.

Outstanding Student Nomination-Bachelor of Social Work Student Award
- Nominees must be Junior or Senior Social Work majors (already accepted into the program).
- GPA, fieldwork performance, and public service outside the Department of Social Work will be considered, but the most important criteria will be the following:
  - love of learning
  - assistance to other social work students in their learning process
  - contribution to the professional and department of social work
- Those making nominations should include a "Statement of Nomination" on the nomination form. The Statement of Nomination will assist the committee in its determination of the recipient of the award.
- Any social work student or social work faculty member can nominate; nomination must come from two people (e.g., two students, two faculty, or one student and one faculty).
- The due dates for nomination forms and nomination letters are located on the department's webpage at https://www.mtsu.edu/socialwork/scholarships.php.
- Selected students will be recognized at the College's annual scholarship ceremony during the spring semester.
- Application deadline is in February each year.

Section VI. General Information

Writing Standards

Students are expected to prepare written assignments and communication (e.g., email, etc.) in a scholarly and professional manner. Writing skills are emphasized throughout the curriculum. All written work submitted to the Department of Social Work shall follow the format of the Publication Manual of the American Psychological Association (7th ed.). APA style is the most commonly used writing style in the social sciences. Academic writing requires the student to master an accepted and uniform writing style.

Submissions should be typewritten in double-space format and carefully edited for spelling and grammar. The APA Manual serves as the guide for style and format of all papers submitted in the BSW program. Information regarding APA style and writing guide can be located at https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/apa_powerpoint_slide_presentation.html https://apastyle.apa.org/. Additional information on guides to social work journals can be located at https://library.mtsu.edu/home.

Writing Assistance

Students are expected to use good academic English; grades will be lowered for poor grammar, syntax, or spelling. The University Writing Center (UWC) offers *free writing assistance* for any writing assignment in any class. The UWC staff, comprised of English graduate assistants, works with students to develop the skills necessary to become confident, competent writers by providing one-to-one consultations and helpful handouts. The Writing Center offers many online services as well, including a Grammar hotline for quick questions, a learning environment system (LES) email dropbox and chat room, and a website filled with helpful handouts, exercises, and resource links for individual work. Check the Center website for hours. Access to online services is available 24/7. Additionally, students may refer to the MTSU Watson Library.

Tutoring

Student tutoring resources include the University Computer Labs, Smarthinking, and the University Writing Center. Other tutoring resources are available on the Student Support website.

D2L Assistance

Students needing assistance with the D2L system are encouraged to contact the support staff at 615-904-8189 or visit https://elearn.mtsu.edu

Technical Support

Students who experience technical problems including, but not limited to, logging into their course, timing out of their course, and using the course website tools are encouraged to contact the MTSU Help Desk online (24/7) or at 1-615-898-5345.

Outreach and Support Programs

The MTSU community is committed to the academic achievement of each student, and we know that struggling to address basic needs can affect a student's ability to perform academically. Students who are having trouble

finding a safe and stable place to live or enough food to eat, please contact https://mtsu.edu/one-stop/outreach.php or 615-898-2808) or go to the MTSU Food Pantry at the MT One Stop.

Licensure

The Bachelor of Social Work (BSW) program at Middle Tennessee State University (MTSU) is accredited by the Council on Social Work Education (CSWE). MTSU discloses that the BSW program meets the educational requirement to seek licensure in Tennessee. Admission to a program does not guarantee that students will obtain a license or certificate. Additionally, licensing authorities for each state set and enforce their own requirements and standards, which are subject to change. State requirements may include additional and recurring requirements such as an application, supervision, examination, continuing education, fees, fingerprinting, background check, etc. States may also have reciprocity agreements for licensed social workers.

Prospective and current students in the MTSU BSW program who are located outside the state of Tennessee or who plan to practice outside Tennessee should consult the table below for state-by-state disclosures and licensing board information and must discuss their plans with an advisor. Additionally, If you take even a casual interest in practicing outside of Tennessee upon graduation, we strongly encourage you to review the licensure and certification requirements for your states of interest.

The Association of Social Work Boards provides a guide to licensure at https://www.aswb.org/ and a list of state licensing boards, statutes, and administrative rules at http://aswbsocialworkregulations.org/licensingWebsitesReportBuilder.jsp.

Career Opportunities

Graduates are employed in many different public and private work settings, including:

Advocacy programs	Homeless shelters
Aging services	Hospices
Business and industry	Hospitals/clinics
Child and adult day care centers	Income maintenance programs
Child welfare agencies	Legal service agencies
Churches	Mental health services
Community action agencies	Nursing homes
Criminal justice agencies	Public health agencies
Disability service agencies	Residential treatment programs
Domestic violence programs	Schools (elementary and secondary)
Family service agencies	Substance abuse programs
Home care agencies	Vocational rehabilitation services

Employers of MTSU Alumni

ACLU of Tennessee	Middle Tennessee State University
Alzheimer's Association	Murfreesboro City Schools
Big Brothers Big Sisters	Nashville Vet Center
Boys and Girls Clubs of Rutherford County	Project Help
Catholic Charities	Rutherford County Schools
Child Advocacy Center	Sunnington Assisted Living
Domestic Violence & Sexual Assault Center of Murfreesboro	Tennessee Commission on Children and Youth
Meharry Medical College	Tennessee Department of Children's Services
Metro Nashville Public Schools	Youth Villages

Section VII. Academic Standards, Policies, and Procedures

Procedure for Termination of Enrollment

Enrollment in the BSW program at MTSU may be terminated for the following reasons:

1. Failure of student to maintain a satisfactory GPA;
2. Failure to meet the Academic and Professional Standards in the social work program; including violations of the National Association of Social Workers (NASW) Code of Ethics;
3. Violations of the University Code of Student Conduct.

Additional information can be located at https://www.mtsu.edu/student-conduct/code/
https://www.mtsu.edu/student-conduct/quick-guide.php

Academic and Professional Standards

According to the following process, a student may be dismissed from the BSW program on recommendation by a faculty member, Field Instructor, or a participating practicum agency. The recommendation is made to the Social Work Department Chair and/or the Academic and Professional Standards Committee. Faculty familiar with the student's performance must be consulted prior to this action being taken. A formal vote from the Academic and Professional Standards Committee is required to initiate dismissal.

A student may be terminated from the program on the basis of the following Academic and Professional Standards:

1. Academic Performance: Students must pursue academic honesty and meet grade requirements. Students are required to maintain a grade of C - or better in all social work courses. Students who earn a final grade of "D" or "F" in any social work course may not re-enroll in these courses or subsequent courses in the program without written permission from the program coordinator. Students may request written permission to re-enroll within ten (10) days of receiving the final grade from the BSW Program Coordinator. Students may retake a required social work course once. Failure to achieve a passing grade of C or better on the second attempt will result in referral to the Academic and Professional Standards Committee. Students are allowed to repeat a maximum of two required social work courses. Students who are unable to meet this standard will be terminated from the program.
2. Absenteeism: Students must meet the requirements of class and practicum attendance. Students must meet the requirements of professionalism or professional behavior as stated in course syllabi.
3. Professional Behavior: Students must act in a professional manner when engaging in the classroom, University, agency, and wider community. Students must treat peers, faculty, agency personnel, clients, and others with respect, courtesy, fairness, and good faith. Students must abide by the National Association of Social Workers Code of Ethics and MTSU Student Code of Conduct. Students must demonstrate professionalism in appearance, oral, written, and electronic communication. Students are expected to use technology appropriately, professionally, and ethically. Additional information regarding social media and Professional Behavior is located on pages 21-22 of this handbook and https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS.
4. Assaultive or Threatening Behavior: Students will not participate in violent, assaultive, or threatening behavior that is directed at peers, clients, colleagues, staff, instructors, or others.
5. Damaging Behavior: Students must treat others with respect, demonstrate a respect for diversity and difference, protect confidentiality, ensure freedom of expression, and demonstrate a commitment to

community.

6. Ineffectiveness in Work with Clients: Students must demonstrate professional behavior and effective performance and apply progressive learning techniques to evidence progress in working with clients. Students must not violate practicum agency policy.

Understanding of the requirements and comportment expected of a student in the social work major are detailed in the BSW Admission application and must be signed by the student when the application is submitted.

Resolution of Academic and Professional Standards Violations

Progressive Discipline. If a student violates any of the above tenets, the student will be terminated from the program and/or may receive an Improvement Plan, which initiates termination. Refer to Appendix B, for an example of the Improvement Plan. Continuation of the identified behavior will result in termination from the program. However, dangerous and/or serious behaviors or violations can result in immediate expulsion. The Academic and Professional Standards Committee is charged with assigning, reviewing, and terminating improvement plans for students.

Informal Resolution

Informal Resolution (minor professional violations) is a professional standard violation and considered minor if the harm is minimal and manageable. Examples of minor violations include, but are not limited to, first incidence of (1) a student being disrespectful to another student, faculty member, adjunct, or staff which does not cause harm; (2) a student exercises bad judgement in field which does not cause serious harm or other violations; (3) failing grades.

The Academic and Professional Standards Committee will meet with the student(s) involved to discuss the actions or concerns. The instructor must complete the Academic and Professional Standards Violation form (Appendix C) for each student and each offense. The improvement plan (Appendix B) offers support to students who meet criteria for termination but shows potential for improvement in the program given more support. Examples of criteria that warrant an improvement plan include failing grades and unprofessional behavior. Possible outcomes may include (1) mandatory faculty advising sessions; and/or (2) the instructor or faculty advisor may require the student to complete an assignment or read an article(s) to reinforce social work concepts, values, and ethics.

Formal Resolution

Formal Resolutions are major professional standards violations. Examples of professional performance that may result in termination from the program:

- Professional disrespect of the personal rights and dignity of all persons, including students, faculty, supervisors, and clients receiving services from the student.
- Discrimination or harassment related to race, sexual orientation, gender, religion, age.
- Violating the confidentiality of the professional relationship;
- Hostility and disrespect towards students, faculty, or others at school or in the field.
- Consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships.
- Continued inability or unwillingness to demonstrate a nonjudgmental attitude; or
- Any other violations of the NASW Code of Ethics; violations of the policies of MTSU Code of Student Conduct, and Department of Social Work policies.

The protocol for improvement plan includes:

1. Faculty advisor and Field Coordinator, Field Liaison, Field Instructor (as deemed necessary), or a participating practicum agency refers student for academic and/or unprofessional behavior to the program coordinator or department chair using the Academic and Professional Standards Violation form (Appendix C).
2. The program coordinator will request the Academic and Professional Standards Committee to convene to review the student's case and decides whether to initiate an improvement plan. Improvement plans may be informal and formal. Improvement plans are that are informal intend to be short term (less than one academic year). Formal improvement plans remain in place throughout the student matriculation. The student improvement plan can be located in Appendix B.
   a. Committee reviews documentation and/or meets with student, student's faculty advisor, and faculty familiar with the student's performance.
   b. After reviewing all documentation, the Committee decides to initiate an improvement plan. The improvement plan is completed by student and social work faculty advisor.
   c. A student has ten (10) business days to sign the improvement plan. Students who do not sign the improvement plan will be terminated from the program. Students may have one semester to fulfill the expectations of the improvement plan unless the behavioral issues continue.
   d. Social work faculty advisor submits the outcome of the improvement plan to the Academic and Professional Standards Committee. The committee makes a recommendation to the department chair for the student's termination or continuation in the program.
3. The department chair or a designee informs the student of their termination or continuation in the BSW program.
   a. Students who wish to challenge the improvement plan or termination must write an appeal letter to the department chair. The appeal letter must provide the student's reasons for refusing the improvement plan or challenging termination.
   b. Students who wish to challenge the improvement plan or termination have ten (10) business days to write an appeal letter to the department chair. The appeal letter must provide the student's reasons for challenging termination.
   c. The expectations of the academic and professional standards of the program remain in place for the duration of enrollment.

When students do not show evidence for improvement in the program, termination from the program is recommended. Examples of criteria that warrant immediate termination include refusal to participate in an improvement plan, unsuccessful completion of an improvement plan, failing grades, and unprofessional behavior including dangerous and/or serious behaviors or violations. The protocol for termination includes the following:

1. Faculty advisor, and Field Coordinator, Field Liaison, Field Instructor (as deemed necessary), or a participating practicum agency refers student for academic and/or unprofessional behavior to the Academic and Professional Standards Committee or department chair.
2. The Academic and Professional Standards Committee reviews student's case and decides about terminating a student from the social work program.
   • The committee reviews documentation and/or meets with student and faculty familiar with the student's performance.
   • If the committee decides to terminate a student from the social work program, the committee will make the recommendation to the department chair for the student's termination.
3. The department chair or a designee informs the student of their termination in the BSW program. Students who wish to challenge termination have ten (10) business days to write an appeal letter to the

department chair. The appeal letter must provide the student's reasons for challenging termination. The department chair reviews the student's appeal letter with the Academic and Professional Standards Committee.

In certain circumstances, a student may be terminated from the BSW program with specific remedial steps to be taken before formal re-application to the program may be made.
Students have the right of appeal for the termination process through the identified grievance procedures of the Social Work Program and the University.

Grievance Procedures

Any student who is dissatisfied with his/her treatment in any academic situation (except grades) which may occur in the Social Work Department may have his/her grievance addressed by utilizing the Department's grievance procedures.

The Social Work Department's Grievance Procedures are as follows:

1. The student discusses the issue with the faculty member(s) with whom there is a difference.
2. If the issue remains unresolved, the student should contact the department of social work chair.
3. If there is still no resolution, the student should prepare a written statement addressed to the Academic and Professional Standards Committee. The statement should provide the Committee with all relevant information about the issue or problem, and the steps the student has taken to obtain a resolution of the problem.
4. Upon receipt of the student's statement, the Committee will meet to consider the issue or problem. The committee will accept written statements from any involved faculty member. The committee will prepare a written report with recommendation(s) for resolution. A case review of the student's grievance will include the committee and any faculty with the exception of the department chair and the faculty member with whom the student has a dispute.
5. The committee will send the report to the department chair for appropriate action.
6. The student, if not satisfied, may confer with the chair of the Department of Social Work and with the Dean of the College of Behavioral and Health Sciences.

<h1 style="text-align:center">Section VIII. Field Education</h1>

Purpose of Field Education

The purpose of the field practicum is to provide an educationally-directed practice experience for the BSW student. The Council on Social Work Education (CSWE) has identified field education as the signature pedagogy of social work education:

> "Signature pedagogy represent the central form of instruction and learning
> in which a profession socializes its students …. In social work, the
> signature pedagogy is field education… 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. It fosters a learning environment where anti-racism, diversity,
> equity, and inclusion are valued." (CSWE, 2022).

The field experience provides opportunities for students to apply the knowledge and skills learned in the classroom to real life interactions with clients. Students can observe the benefits and challenges of working within various organizational settings with diverse client populations. Through this experience, students become socialized to the profession and can deepen their understanding of the profession's values and ethics as well as its commitment to social, economic, and environmental justice.

At MTSU's Department of Social Work, a field placement is provided through a school-agency partnership. This is referred to as "field practicum." The field practicum is made up of two components:

1. Supervision by a professional social worker in the agency (Field Instructor/supervisor).
2. Faculty member (Field Liaison) from the social work department.

Throughout the practicum experience students attend Field Instruction course and meet with their Field Liaisons to ensure their progress is developed, directed, monitored, assessed, and supported academically.

All field practicum sites and Field Instructors (Supervisors) are selected by the Department through a prescribed process overseen by the Field Education Coordinator. Each agency signs an Affiliation Agreement prior to the beginning of a student's placement. Students are placed in a variety of generalist practice social work settings designed to be inclusive of all course content. Field placements are geared toward student interests and educational feasibility.

Structure of Field Education

I. Required Hours of Practicum
   a. Field education will provide 12-credit hours through the 425-hour block internship practicum and the field instruction course (SW-4681: Field Instruction: Block Placement) Students must complete 425-hours of field education four days per week throughout the semester.
   b. Students complete 30-32-hours per week (commuting time and lunch breaks are not counted as part of student's field practicum hours).
   c. Students attend Field Instruction Seminar course (SW 4681: Field Instruction: Block Placement)
   d. Students must enroll in SW4690: Integrative Seminar for 3-credit hours.

II. Documentation

a. Students will record their hours daily in Tevera, the online field management program.
b. Students will generate a monthly time sheet in Tevera, which will be signed by the student, Field Instructor (Supervisors), Task Supervisors (if appropriate), and Field Liaison.

During the block practicum experience, students will practice the application of theoretical knowledge and skill learned in the classroom while receiving on-site support and instruction from the Field Instructor, Task Supervisor, and faculty Field Liaison. Students will acquire the ability to respond with greater autonomy to increasingly complex practice situations involving diverse client systems of various sizes (micro, mezzo, macro); diverse populations and those at risk or experiencing discrimination, oppression, and abuse; and situations that reflect issues of injustice and need for increased advocacy.

Definition of Terms

This section includes definition of terms for field agency, Field Instructor (Supervisors), Task Supervisor, Field Liaison, and Field Coordinator.

Field Agency

Agencies at which BSW field practicums are performed are known as **field agencies or field practicum agencies.** Field agencies are public or private nonprofit, or private for-profit organizations that meet the selection criteria described in the next section. Field agencies are carefully screened to ensure that they can provide a rich variety of learning experiences for students completing field education. A field agency and MTSU will have an Affiliation Agreement on file or one will be initiated.

Field Instructor (Supervisor)

The social worker who provides supervision and instruction for the BSW student while in the field practicum is termed the *Field Instructor*. In most cases, the Field Instructor is an agency employee who works in the program or unit to which the student is assigned; however, the role occasionally is assumed by someone who may not be at the placement site (see discussion in the next section).

The responsibilities and duties of Field Instructors are varied and extensive. Field Instructors meet with prospective students to discuss what a practicum at the agency would entail and then determine the selection of the student(s). Field Instructors orient students to the agency, acquainting students with the policies, procedures, and service delivery strategies as well as with other relevant organizations in the agency's environment. They consult with students in the development of a learning contract; structure and supervise student learning experiences; give feedback to students on their performance; and participate in the evaluation of the competency level of the student following the completion of the field education experience. Field Instructors engage in problem-solving with students and Field Liaisons when challenges arise in the field setting. Field Instructors communicate with the BSW Field Coordinator regarding any agency changes that may impact the placement.

Of most importance, Field Instructors serve as professional role models. They reflect and model professional social work values, skills, and behaviors. Students are keenly aware of how their Field Instructor interacts with clients, co-workers, and other community contacts. Field Instructors can help students to understand different communication styles and contexts, dynamics of the agency and community, and how to balance real life dynamics with text-book ideals.

Task Supervisor

Occasionally, the professional at the field agency to whom a student directly reports does not meet the requirements to be appointed as a Field Instructor. This individual, **Task Supervisor,** provides a student's day-to-day supervision, is termed a Task Supervisor. The Task Supervisor does not replace the Field Instructor, but instead works with the Field Instructor (Supervisors) and the Field Liaison (faculty) to develop, implement, and monitor the student's learning tasks.

Field Liaison (Faculty)

A **Field Liaison is faculty member** who provides supervision and instruction for a student's field practicum and linkage between the university, the student, and the field agency. Field Liaisons have the primary responsibility for coordinating students' assignments and activities during the field practicum. They are able to utilize their professional experiences in the field to assist students in integrating theory with practice, thereby enhancing agency-based instruction. They work in partnership with students and their agency-based Field Instructors to ensure that learning activities build on students' strengths and allow them to progressively develop the competencies of an advanced generalist social worker. Field Liaisons (faculty) monitor and evaluate students' performance in the field, engage in problem- solving should issues arise in the placement, and ultimately assign students' grades for the semester.

Field Coordinator

A **Field Coordinator** is a faculty member who has been identified as having responsibility for the overall operations of the student field education component. This person works to ensure that: high-quality foundation and concentration field agency placements are available, agency-based Field Instructors are oriented to their responsibilities, students are prepared to enter field and are matched appropriately with a field agency, field education policies and procedures are carried out, and feedback is regularly obtained so as to strengthen the field component as well as the social work program as a whole.

Field Instructor (Supervisor) Expectations

Field Instructors are expected to attend a field orientation as well as other training sessions that may be provided during the academic year. In addition, input and participation from Field Instructors is appreciated in order to continue to upgrade and enhance the field program, the BSW curriculum, and the entire BSW Program.

There is no monetary compensation for serving as a Field Instructor for the BSW Program. However, the social work program offers continuing education credit for participation in the Field Instructor training and may also provide access to other university resources.

Expectations for Field Practicum

Attendance

All BSW students must observe agency work hours and notify the Field Instructor of any unavoidable absences or lateness in advance if possible. Students must make up time for being late and/or absent. Students are responsible for completing the required number of field hours within the university academic semester. Students are also expected to adhere to university and agency policies as it relates to observation of holidays.

Adherence to Agency and University Policies

Students are expected to comply with agency and university policies during their field placements. Students represent their practicum agencies, the BSW Program, and their university in their contacts with clients, other agencies, and the general public. They therefore are expected to present themselves in a professional manner and to demonstrate behavior that is consistent with agency requirements, university standards, and the NASW Code of Ethics (https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English).

Dress Code

Students are expected to follow the agency dress code. Professional appearance and adherence to agency protocol related to clothing, tattoos, piercings, footwear, and other accessories is expected. Since expectations may vary among agencies, students should consult the agency Field Instructor to learn more about the dress code policy within the practicum placement.

Avoiding Conflicts of Interest

BSW students should take appropriate steps to avoid conflicts of interest that could arise in the selection of a field placement and during the course of a placement. BSW students should inform the Field Coordinator of any actual or potential conflicts of interest that could influence the field placement selection process. Once in a placement, students should immediately inform the Field Instructor, and Task Supervisor if applicable, when a real or potential conflict of interest arises and take action to resolve the matter expeditiously in a way that affords maximum protection to clients' interests.

Dual Relationships

Students should refrain from engaging in dual or multiple relationships with clients or former clients in which there is a risk of potential harm or exploitation to the client. Dual or multiple relationships occur when BSW students relate to clients in more than one relationship, whether professional, social, or business. Additional information can be located at https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English/Social-Workers-Ethical-Responsibilities-to-Clients

Confidentiality

BSW students are expected to maintain the confidentiality of information obtained during their practicum experiences and to behave in ways consistent with the NASW Code of Ethics (https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English). Students will sign a statement of confidentiality in Tevera when applying to field practicum.

Professional Liability Insurance

Although the risk is relatively small, the BSW Program requires that all students in placement obtain professional liability insurance. In some cases, agencies may be able to include students, especially students who are their employees, under the agencies' "blanket policy." However, neither the BSW Program nor the university is able to cover the costs of students obtaining such coverage. Students are encouraged to check with their insurance providers as well as with NASW https://naswassurance.org/professional-liability-insurance/) for information about the availability and costs of such coverage. Students must submit documentation of the liability insurance in Tevera when applying to field practicum.

Transportation

MTSU field practicum students are **not** to transport clients in their personal vehicles for any reason. Students may ride with an agency employee in a vehicle when transporting clients as part of service delivery. For students completing an employment-based practicum, consult agency personnel and supervisor to discuss transportation related responsibilities, insurance needs, and liability considerations.

Students are responsible for providing their own transportation to and from their field practicum. Neither the MTSU-BSW/MSW Programs nor MTSU can cover practicum-related transportation costs or provide vehicles for student use. All costs incurred travelling to and from the field placement agency, including but not limited to gas, parking, and tolls, are the responsibility of the student. In some cases, students may be required to use their own vehicles to perform activities associated with the field experience, such as making home visits or attending case conferences at other agencies. Students who use their own vehicles for agency business should talk with their Field Instructor/Task Supervisor about agency policy and procedures for reimbursement of expenses incurred. It is the responsibility of the student to submit documentation required for reimbursement to the agency.

Agency Selection

Field agencies provide students the opportunity to engage in supervised experiential learning – that is, to apply what they have learned in the classroom to actual situations faced by client systems of all sizes and to bring their practice experiences back to the classroom. The learning activities created in field agencies encourage students to deepen their understanding of the profession's values and ethics, commitment to populations at- risk and social and economic justice, and emphasis on issues of diversity and cultural competence. Students, in turn, provide field agencies with the opportunity to bring innovative ideas and insights to service delivery.

Contact regarding a field practicum can be initiated by the university or the agency. The affiliation process begins with a phone conversation between the agency and the Field Coordinator to determine if the agency meets the criteria below. An agency can apply to become a field education site by contacting the Field Coordinator. If appropriate as a field site, an agency application form is sent and a visit to the agency may be scheduled. The Field Coordinator reviews the application; if approved, an Affiliation Agreement is signed by authorized representatives of the agency and the university. To become affiliated, agencies must meet the following criteria:

1. The philosophy of service in the agency should be compatible with the philosophy, values, and ethics of the social work profession. The primary purpose of the organization (or program) must be to address human needs.
2. Services provided by the agency must be appropriate for bachelor social work practice, the learning opportunities must be suitable to generalist social work practice, and there must be a sufficient caseload of clients (and work) for students to gain "hands on" experience. Placements must be in-person with clients or constituents to allow for direct practice experiences.
3. There must be appropriate supervision available. Thus, there should be at least one staff member with a BSW or MSW and two (2) years post graduate practice experience who can serve as the student's Field Instructor. Preference is for Field Instructors who are licensed for social work practice in Tennessee. (See below for exceptions to this requirement.)
4. Agencies must support the field education process by providing release time for Field Instructors to carry out their field instruction responsibilities and to attend field-related meetings.
5. Agencies must provide students with adequate workspace and office supplies, access to a telephone, computer and other resources needed to carry out their learning tasks, and access to clients and agency

records appropriate for the learning experience. When travel is required by the agency, students should have access to transportation and/or travel reimbursement as well as information regarding transportation policies and liability coverage.

6. Agencies must provide an agency orientation and review safety procedures and guidelines of the organization with the individual student at the start of the practicum.
7. Agencies should not engage in discriminatory practices in the hiring of personnel, the acceptance of students, or the provision of services to clientele.
8. Agencies must agree to participate in various processes of the field program, including field orientation, periodic field agency updates, and interviews with prospective field students, and communication with faculty serving as Field Liaisons as well as others representing the university.
9. Agencies must agree to abide by the policies and procedures of the university with which it is partnering.
10. Agencies must agree to inform the Field Coordinator as soon as possible regarding staff or organizational changes that affect the field placement.
11. Agencies must be willing to work in partnership with the faculty serving as Field Liaisons, as well as others representing the university, to maximize the field education of social work students and, as necessary, to engage in creative problem- solving to resolve problems arising in the field placement.

There may be unique situations when agencies do not have a BSW or MSW practitioner available to provide direct field instruction, although the agency's philosophy is consistent with that of the social work profession, its services address human needs, it offers learning opportunities appropriate to the development of foundation generalist knowledge and skills, and it has staff capable of offering day-to-day task supervision. In such instances, a qualified Field Instructor from another program within the agency, another agency, or from the Department of Social Work will be assigned. The assigned Field Instructor will work collaboratively with the day-to-day Task Supervisor and the student to ensure the appropriateness of learning assignments, guide student activities, and evaluate student performance. The assigned Field Instructor will help the student integrate a social work perspective into the field learning experience.

Field Instructor Selection

Field Instructors play one of the most critical roles in the educational process of the MTSU-BSW student learning process within the field practicum. They engage in the dual role of agency practitioner and social work educator. Because the primary goal of field instruction is social work education, rather than agency service, the teaching role of the Field Instructor is critical. Conversely, the primary task of the field student is that of learning rather than serving agency personnel needs. To be approved as a Field Instructor, an agency employee should meet the following criteria:

1. BSW or MSW degree from an accredited social work program.
2. At least two years professional social work employment experience post-BSW, including at least six months employment at the field agency.
3. Ability to instruct BSW students and provide one hour weekly for supervision, including sensitivity to how differences in learning styles and diverse cultural backgrounds can impact students' learning.
4. Acceptance of the generalist social work educational model of the MTSU-BSW Program.
5. Willingness to engage in problem-solving with students and Field Liaisons to address issues that arise during the field placement.
6. Commitment to work cooperatively with the BSW Field Coordinator and the Field Liaison to ensure a successful placement experience.
7. Demonstrated professional social work values, knowledge, skills, and behaviors in relation to clients, agency co-workers, social work interns, and other community and professional constituencies.

Field Education Process

Tevera Field Management and Accreditation Software

Tevera is a web-based data management system that the Department of Social Work uses to collect data for purposes of assessment, evaluation, and accreditation. Tevera is an integral part of all core courses, including the field practicum. Field candidates are expected to have an activated Tevera account. Candidates for the BSW and MSW programs will complete assignments, assessments and time logs, which require an activated account. There are no exceptions to this policy for social work majors. Tevera can be accessed at https://mtsu.tevera.app/#/logon.

Tevera is a one-time purchase that you will have lifetime access to. Once purchased, Tevera must be activated. You **DO NOT** need to purchase and activate Tevera a second time or for any subsequent courses. Tevera is covered through financial aid with the university's Barnes and Noble Bookstore only.

https://mtsu.bncollege.com/shop/middle/home
https://knowledge.tevera.com/space/AS/622428297/Tevera+Purchase+Options

Admission of BSW Students to Field Practicum

Admissions to the field practicum include the following,

I. Prerequisites for field practicum
    a. To be accepted for the MTSU-BSW Field Practicum (SW 4681: Field Instruction: Block Placement), BSW students must complete the core courses.
    b. Core courses that must be completed are
        - SW 3110: Research Methods for Social Work Practice
        - SW 3160: Human Behavior in the Social Environment I
        - SW 3161: Human Behavior in the Social Environment II
        - SW 3200: Cultural Diversity: Competency for Practice
        - SW 4580: Social Work: Practice I
        - SW 4581: Social Work: Practice II
        - SW 4582: Social Work: Practice III

II. Grade point requirements
    a. Students must achieve an overall GPA of 3.0 or higher in their social work courses.
    b. Student must achieve an inclusive University GPA of 2.0.

III. Additional Requirements
    a. Students must attend a mandatory field orientation session.
    b. Complete and submit all required paperwork in a timely fashion (e.g., Tevera).
    c. It is the responsibility of the student to inform the Field Coordinator of any actual or potential conflicts of interest that could influence the field placement selection process.

Students must achieve an overall GPA of 3.0 or higher in their social work courses. In addition, students must attend a general field introductory session, as well as any other required field education meetings; complete and submit all required paperwork in a timely fashion; and meet with the Field Coordinator, as required. It is the

responsibility of the student to inform the Field Coordinator of any actual or potential conflicts of interest that could influence the field placement selection process.

Placement of Students

Application and Selection Process

The following steps describe the sequence of events for placement in field practicum:
1. Student must purchase and completion Tevera registration (https://mtsu.tevera.app/#/logon).
2. Eligible students **are required** to attend a field orientation session conducted by the Field Coordinator. This session is held in the semester preceding students' entry into field. Refer to important dates on page 3 in this handbook.
3. Students complete and submit a Field Application in Tevera. The field application will include the BSW Field Application, BSW field resume, and uploaded copy of professional liability insurance. In Tevera, students will also sign the Code of Ethics, BSW Confidentiality Statement, and Acknowledgement of Risk.
4. The Field Coordinator reviews the field applications for eligibility and completeness.
5. The Field Coordinator meets individually with students to discuss field placement options (as deemed necessary).
6. Students schedule and complete interviews with identified contacts at potential field agencies.
7. Students initiates and sends to the Field Instructor (Supervisor) or Task Supervisor the Confirmation of Agency Placement form in Tevera.
8. The Field Coordinator confirms and finalizes assigned placements and notifies students and field agencies.
9. If no Affiliation Agreement is on file with MTSU, an agreement will be initiated.

A copy of the Field Education Forms can be located in the handbook (Appendix D) and accessible in Tevera (https://mtsu.tevera.app/#/logon). The students must complete the field education forms in Tevera.

Employment-Based Practicum

Students who are working in a social service agency or whose employment with a social service agency will begin at least 30 days prior to the start of their field placement can request a field practicum at their place of employment. This request needs to be directed to the BSW Field Coordinator in writing. The student must also upload a job requisition in Tevera for review. The employment agency must be agreeable to serving as the employee's field practicum site and willing to create learning experiences, provide field instruction, and comply with other field education requirements. The practicum assignment must be clearly educational, should afford the student learning experiences that contribute to his or her development as a generalist social worker. The use of settings where the student is already an employee as a field practicum site may be permitted if the following conditions are met:

1. Assignments developed for the practicum must be educationally focused and meet the CSWE competencies for field education.
2. The work supervisor should not serve as the Field Instructor of the student.
3. The agency must meet the same criteria as other field practicum agencies.
4. The person designated as the Field Instructor must meet the same criteria as other Field Instructors.
5. The Field Coordinator may make an agency visit.
6. If the student is employed at a social service agency that is not yet an approved field practicum site, the student should notify the BSW Field Coordinator approximately four months prior to the anticipated

internship start date to allow ample time for the agency to go through the agency approval process. Agencies must meet all the criteria outline on pages 36-37.

Developing the Learning Contract

One of a student's first activities after starting a field placement is to work on the development of their field learning contract. The student, with consultation from the Field Instructor, identifies learning tasks that, over the course of the placement, will allow them to achieve the educational competencies specified in the syllabus and the Field Education Learning Contract and Evaluation form located in Tevera. Nine (9) competencies and supportive behaviors (Figure 3) have been established for BSW placements.

Students will develop a learning plan and receive feedback from their Field Instructor (Supervisors), Task Supervisor (if applicable), and faculty Field Liaison. The learning plan is an essential tool used to guide the learning experience and ensure increased understanding of the nine (9) core competencies and 31 practice behaviors as outlined by CSWE. By the completion of the field practicum, students will achieve a level of competency in generalist social work practice which will be measured by the completion of the learning plan. The core competencies and practice behaviors can be reviewed in Figure 3.

Figure 3. CSWE Competencies and Practice Behaviors		
Competency	Practice Behavior	Dimensions
Competency 1: Demonstrate Ethical and Professional Behavior	1.1 Make ethical decisions by applying the standards of NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. 1.2 Use reflection and self- regulation to manage personal values and maintain professionalism in practice situations. 1.3 Demonstrate professional demeanor in behavior, appearance, and oral, written. 1.4 Use technology ethically and appropriately to facilitate practice outcomes. 1.5 Use supervision and consultation to guide professional judgement and behavior.	KVSC &AP
Competency 2: Engage Diversity and Differences in Practice	2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. 2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences. 2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	KVSC &AP
Competency 3: Advance Human Rights and Social,	3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	KVSC &AP

Economic, and Environmental Justice	3.2 Engage in practices that advance social, economic, and environmental justice.	
Competency 4: Engage in Practice and-Informed Research and Research-Informed Practice	4.1 Use practice experience and theory to inform scientific inquiry and research. 4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. 4.3 Use and translate research evidence to inform and improve practice, policy and service delivery.	KVSC &AP
Competency 5: Engage in Policy Practice	5.1 Ability to identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. 5.2 Ability to assess how social welfare and economic policies impact the delivery of and access to social services. 5.3 Ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	KVSC &AP
Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities	6.1 Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies. 6.2 Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.	KVSC &AP
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	7.1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. 7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment of data from client and constituencies. 7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within client and constituencies. 7.4 Select appropriate intervention strategies based on the assessment, research knowledge and values and preferences of client and constituencies.	KVSC &AP
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	8.1 Critically choose and implement interventions to achieve practice goals and to enhance capacities of clients and constituencies. 8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	KVSC &AP

	8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	
	8.4 Negotiate, mediate, and advocate on behalf of diverse clients and constituencies.	
	8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	9.1 Select and use appropriate methods of evaluations of outcomes.	KVSC &AP
	9.2 Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcome.	
	9.3 Critically analyze, monitor and evaluate intervention and program processes and outcomes.	
	9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.	

Students, with input from their Field Instructors, are expected to articulate two learning tasks for each of the identified behaviors. Reflecting the generalist orientation, the learning tasks within the behaviors should be structured to provide learning opportunities with client systems of diverse sizes and characteristics. The Field Education Learning Contract and Evaluation should be completed within the first two weeks of a student's field placement and submitted to the Field Liaison for review in Tevera. The Field Liaison will contact the student and the Field Instructor if there are questions.

In addition to creating the learning plan, students will track their hours daily in Tevera (https://mtsu.tevera.app/#/logon). Monthly timesheets will be submitted at the beginning of each new month. These will be signed and reviewed by the Field Instructor, Task Supervisor (if applicable), and faculty Field Liaison.

All BSW field placements begin at the beginning of each semester, both Fall and Spring semester. In advance, students need to plan to attain 30-32 hours per week at the field placement. It is imperative students pace their hours to attain 425-hours in a 14-week semester. Although students may like to complete more than the required number of hours per week in order to reduce the number of weeks in the practicum setting, they should be aware that they have made a commitment to the agency and are expected to extend their practicum throughout the semester in which they are enrolled. Therefore, students should not expect to complete their practicum prior to the final week of classes.

All students must observe agency work hours and notify the Field Instructor of any unavoidable absences or lateness in advance if possible. Students must make up time for being late and/or absent. Students are entitled to hazardous weather closings and to holidays that are observed by the field agency. Students are not expected to report to their field agency on holidays observed by the university. Should these differ from the holidays observed by the field agency, students are expected to communicate with their Field Instructors prior to the absence.

During each semester, there are opportunities for BSW students to have additional experiential learning or educational opportunities outside of the practicum that deepens knowledge of social work practice. The Field

Education Coordinator will approve additional learning opportunities that can also count toward accumulation of field hours. Should the opportunity conflict with the field practicum, the student will be responsible for communicating with the Field Instructor in advance. No more than 5% of hours can be accrued outside of the practicum agency.

Field Supervision

Meeting with the Field Instructor. BSW students are expected to meet regularly with their Field Instructors for supervision. Typically, these meetings occur weekly, at a prescheduled time, for one hour. Informal conversations that occur during the normal course of work interactions supplement, but do not replace, these formally scheduled field supervision meetings. The weekly meetings are educationally focused and are intended to foster students' field-based learning, integration of classroom and experiential learning, and professional development. These regular meetings afford students (and Field Instructors) opportunities for reflection. They also allow students to receive ongoing feedback on their performance throughout the semester.

Faculty Field Liaison contact. Students have regular contact with the faculty Field Liaison during their field placements. At least once during the semester, the Field Liaison visits the placement agency to meet with the student, Field Instructor, and Task Supervisor, if applicable. Students also have regular, online contact with the liaison; each week, students are expected to electronically submit field journals to the faculty Field Liaison. In addition to ongoing placement monitoring, the Field Liaison is available to both the student and the Field Instructor to assist in addressing concerns that may arise in the placement.

Evaluation

A formal evaluation is conducted in Tevera at the mid-term and completion of the field placement. The educational competencies and behaviors associated with tasks established in the learning contract provide the criteria against which the progress of the student is assessed. The Field Education Learning Contract and Evaluation form in Tevera provides space for recording competency-specific and general evaluative assessments. The student, Field Instructor, and Field Liaison will sign the evaluation at mid-term. The Field Coordinator will sign in addition to the other individuals at the final evaluation.

Students completing the field practicum and accompanying instruction course will receive a letter grade at completion. The Field Instructor recommends a grade to the Field Liaison. However, it is the Field Liaison, as a faculty member, who is responsible for assigning the grade and submitting it to the university.

In addition to the above evaluation of learning, the student is also asked at the end of the placement to provide feedback on the learning experience. The Field Agency Student Evaluation documents the assessment of the student regarding the field learning opportunities and the field instruction received at the placement site. The Field Coordinator and MTSU-BSW Social Work Department will review this data and utilize the feedback to continue to improve the field experience for students.

Change of Field Practicum

Problem Solving

If difficulties arise in a field placement, the student, Field Instructor, and Task Supervisor (if applicable) are expected to work together to try to resolve the issues. A student should make the Field Instructor aware of the problem (and vice versa) and explore ways to address the matter before involving others in the situation. At

times, however, a resolution cannot be achieved by the student and their Field Instructor. In these instances, the Field Liaison should be contacted and asked to participate in the problem-solving process.

Occasionally, difficulties arising in a field placement result in the need to change the agency placement. If the difficulty is sufficiently severe and cannot be resolved by the student, Field Instructor, Field Liaison, and Task Supervisor (if applicable) through engaging in problem-solving, the Field Liaison will apprise the BSW Field Coordinator of the situation, and the Field Coordinator will consider a change of placement. Additionally, per the educational agreement between the university and the agency, the agreement to have students placed at the agency is strictly voluntary and can be cancelled at any point.

Termination of Student from Field Practicum

A student can be removed from their field placement due to unsatisfactory performance at the practicum. Reasons for termination include engaging in behavior that is unethical, illegal, or dangerous to clients or staff; breaching agency policy, refusing to be supervised, failure to maintain the agreed upon schedule, or being unable to fulfill agency assignments. A student who is terminated from their field placement will receive a grade of "Fail" for the field education credits in which they are registered and will be referred to academic and professional standards committee. Additionally, student should review:

NASW Code of Ethics	https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English
University Code of Student Conduct	https://www.mtsu.edu/student-conduct/code/ https://www.mtsu.edu/student-conduct/quick-guide.php
Academic and Professional Standards outlines the process of student dismissal from the program/practicum	BSW student handbook, pages 27-28
Resolution of Academic and Professional Standards Violations, informal and formal	BSW student handbook, pages 28-30
Grievance Procedures	BSW student handbook, pages 30-31

Safety and Risk Management

Safety

Student safety protocol for field practicum placement is conducted in the required Field Orientation in the BSW Program. Students are asked to self-assess any issues that may be of concern with regards to their field experience and are encouraged to identify the issues on their field application and/or with the Field Coordinator. Students should also consult with their Field Instructor and Task Supervisor (if applicable) on such issues.

Acknowledgement of Risk

It is the belief of Middle Tennessee State University faculty that you have a right to be informed of risks associated with this aspect of your educational and professional preparation and that with proper knowledge and preparation, risks can be minimized. Students must maintain professional liability insurance. A copy of a student's liability insurance policy is submitted as part of the application to field in Tevera. The

Acknowledgement of Risk Form (Appendix D) will be signed by students as part of the application to field practicum in Tevera (https://mtsu.tevera.app/#/logon). It is advisable that students maintain health insurance and automobile insurance. Students need to discuss personal safety issues with their Field Instructor (Supervisor) and Faculty Liaison to be informed of agency policies and procedures. Students should also become aware of COVID vaccination, TB, Flu, Hepatitis B, or any additional vaccination requirements.

Incident Reporting

The student should complete the Incident Report (Appendix E) if any of the following have occurred during the field placement: sexual harassment, personal injury (i.e., by violent client or other persons, auto accident, personal injury by animal, exposure to or contraction of infectious disease, damage to personal property, etc.). This report should be completed in Tevera (https://mtsu.tevera.app/#/logon) within 24 hours of the incident. If you are unsure about completing this form, contact the Field Education Coordinator for assistance.

Section IX. Appendices

Appendix A – CSWE Educational Policy and Accreditation Standards (EPAS)

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 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 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 or Master's level. A complete listing of the CSWE EPAS can be located at https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS.

<div align="center">

Appendix B – Student Improvement Plan

BSW Academic and Professional Standards Improvement Plan

</div>

BSW students are expected and agree to meet the academic and professional standards of the Department of Social Work at MTSU. These standards include:
1. Maintain a satisfactory GPA;
2. Meet the academic and professional standards in the social work program including the National Association of Social Workers (NASW) Code of Ethics and expectations in the social work program (refer to procedure for termination of enrollment in the BSW handbook); and,
3. Meet the University Code of Student Conduct (refer to university catalog).

Student who do not meet the academic and professional standards may be terminated from the program or receive an improvement plan. Students who receive improvement plans will meet with their social work faculty advisor to discuss the identified behavior and a plan for resolution. If the behavior is not resolved in one semester, the student may be terminated from the program. The academic and professional standards are in place for the duration of the BSW program; however, students have one semester to address identified issues in the improvement plan. Students have ten (10) days to sign improvement plan. Additional information regarding procedure for termination of enrollment can be located in the BSW handbook.

Today's Date: _____   **Semester/Year:** _____

Student Name (Print): _____ **M#:** _____

Summary of Identified Behavior or Lack of Progress/Participation

☐ Informal Improvement Plan
☐ Formal Improvement Plan

Plan (includes student and faculty responsibilities):

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Student Signature: _____ Date_____

Social Work Faculty Advisor (Print)_____ Date_____

Social Work Faculty Advisor:_____ Date_____

Social Work Department Chair (Print):_____ Date_____

Social Work Department Chair:_____ Date_____

Outcome

_____

_____

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_____

_____

☐ Student satisfactorily met expectations of the Improvement Plan (IP) and will continue to uphold the IP for the duration of the BSW program.

☐ Student unsatisfactorily met expectations of Improvement Plan and should be terminated from the BSW program. Social Work Faculty advisor will recommend other majors.

Student Signature:_____Date_____

Social Work Faculty Signature:_____Date _____

*Copies are sent to the following: Student, Student File, Academic and Professional Standards Committee Chair, Department Chair, BSW Coordinator

Appendix C – Academic and Professional Standards Violations Form

Date of Referral	
Student Name	
Student M#	
Faculty Member Making Referral	
Course Number	

The purpose of this form is to identify and bring awareness to initial concerns regarding observed student behavior(s) and academic performance. This process is designed to ensure students have the resources they need and a plan for action in order to be successful in the Social Work Program.

Identify the concerning behavior from the list below and include a numerical value next to that behavior indicating evidence of severity. For behaviors not included on this list, please write in under "Other."

The faculty member/field team raising the concern will schedule a meeting with the student to discuss the issue(s) and develop a plan for success. When this form is completed and signed by both the faculty member and student, the student will receive a copy of the form; and it will be included in the student's file. Faculty should forward this form to the BSW/MSW Program Coordinator for review by the Academic and Performance Committee.

Severity Rating	
1	Minor evidence of concern: Behavior has been observed infrequent or minimally disruptive
2	Moderate evidence of concern: Behavior has been observed occasionally or is becoming disruptive
3	Significant evidence of concern: Behavior has been observed frequently or is severely disruptive

Academic Concerns	1	2	3
Absent from or tardy to class/field practicum or leaves class/field practicum early			
Sleeps during class			
Inappropriate attire			
Poor written or oral communications skills; poor grammar; inability to articulate points in a professional manner; overuse of informal language in written assignments			
Lacks independence in completing work (for example: overly dependent on additional instructions from instructor; dependent on other students for help, etc.)			
Disruptive behaviors in class /field practicum (foe example: chatting with others; inappropriately using cell phone or computer; overly communicative, which bars others from contributing to discussions and impedes instructor's ability to conduct class, field practicum environment, etc.)			
Academic Performance: Students must pursue academic honesty and meet grade requirements. Students are required to maintain a grade of C- or better in all social work courses.			
Work performance does not meet minimal requirements or expectations; work turned in incomplete or late; unprepared for class/field-significantly impacting overall performance			
Personal problems and issues interfere with learning and performance			
Issues associated with field practicum (tardiness, absences, non-professional behavior, ethics violations, boundary issues, etc.) – significantly impacting ability to be successful			
OTHER CONCERN(S) NOT LISTED (Describe) _____ _____			

Behavior Concerns	1	2	3
Dishonesty of any type			

Disrespectful to clients, faculty, staff, or other students (for example: in discussing sensitive issues such as diversity; being insensitive to the feelings or needs of others, etc.)			
Mental health problems interfering with acceptable performance			
Evidence of substance abuse interfering with acceptable performance			
Legal issues impacting professional progression			
Inability to work in groups.; does not carry fair load in the group; lack of collaborative skills in working with others			
Inappropriate comments in class/field practicum; too much personal sharing, often inappropriately; acts out self- interest in most situations; egocentric- significantly impacting overall performance			
Immaturity in behavior; lack of self-awareness– significantly impacting ability to be successful			
Boundary issues– significantly impacting ability to be successful			
Poor coping skills– significantly impacting ability to be successful			
Evidence of volatility or violent behavior; lack of self-control			
Inability to form healthy and/or productive relationships with others; critical of others; discourteous; poor social skills; little or no self-awareness of impact of behavior on others			
Not receptive to constructive criticism or negative feedback; doesn't take ownership of problems; blames others for shortcomings; defensive or nonresponsive to feedback			
Personal and/or ethnocentric viewpoints that interfere with acceptance of core social work values; unable to internalize core social work values; overly biased with religious viewpoints to the extent that there is no openness to professional growth; danger of imposing these beliefs in practice			
OTHER CONCERN(S) NOT LISTED (Describe) _____ _____			

Provide a short narrative that further elaborates concern(s):

_____

_____

_____

_____

Plan for Corrective Action:

Referred to Academic and Professional Standards Committee (please check all that apply)
      Referred to Academic and Professional Standards Committee
    ____   Yes   ____   No
      If Yes, please indicate date submitted   _____
    ____   Faculty advisor has also been notified

Faculty Signature	
Date	
Student Signature	
Date	

Appendix D – Field Education Forms

Application for BSW Field Practicum

This application is for students considering enrollment in SW 4681: Field Instruction: Block Placement.

The completed application requires:

1. Reviewing and signing electronic forms in Tevera (Safety and Risk Management, Code of Ethics Agreement, Confidentiality Statement)
2. Completed application form, reviewed and signed by student.
3. One copy of your professional resume (in required standard format) uploaded to Tevera. Visit the career center for assistance: https://www.mtsu.edu/career/resource-resumewriting.php
4. An unofficial transcript from Pipeline uploaded to Tevera.
5. Proof of Student Liability Insurance.

Date:

What semester do you plan to start your field practicum?
❒ Fall   ❒ Spring

Student Name:
M#:

MTSU Student Email:

Phone:

Are you a U.S. Veteran:
❒ Yes

❒ No

The Field Education Program within the MTSU Department of Social Work strives to offer BSW students quality learning environments to practice the knowledge and skills gained in the classroom. Every attempt is made to match students with compatible agencies based on the following: information provided in the application; agency and field instructor availability; and field coordinator judgement. However, students are expected to be open to field internships at all agencies working with various populations, fields of practice, and geographic locations.

Interests: Please indicate your level of interest in the following: Client Population, Focus of Practice, Agency Setting, and Roles. Please indicate your level of interest by checking the correlating box.

Client Population
Adolescents

❒ Very   ❒ Some   ❒ Neutral   ❒ Limited

Adults

❒ Very   ❒ Some   ❒ Neutral   ❒ Limited

Children

❐ Very   ❐ Some   ❐   Neutral   ❐   Limited

Families

❐ Very   ❐ Some   ❐   Neutral   ❐   Limited

LGBTQIA+

❐ Very   ❐ Some   ❐   Neutral   ❐   Limited

Men

❐ Very   ❐ Some   ❐   Neutral   ❐   Limited

Older Adults/Geriatric

❐ Very   ❐ Some   ❐   Neutral   ❐   Limited

People and Communities of Color (BIPOC, Refugees, etc.)

❐ Very   ❐ Some   ❐   Neutral   ❐   Limited

Women

❐ Very   ❐ Some   ❐   Neutral   ❐   Limited

Veterans/Military

❐ Very   ❐ Some   ❐   Neutral   ❐   Limited

Other:

❐ Very   ❐ Some   ❐   Neutral   ❐   Limited

Focus of Practice

Adoption/Foster Care

❐ Very   ❐ Some   ❐   Neutral   ❐   Limited

Child Welfare/Abuse, Neglect

❐ Very   ❐ Some   ❐   Neutral   ❐   Limited

Corrections/Delinquency/Probation (Justice System)

❐ Very   ❐ Some   ❐   Neutral   ❐   Limited

Developmental Delays/Disabilities/Neurodiverse

❐ Very   ❐ Some   ❐   Neutral   ❐   Limited

Domestic Violence and Sexual Assault

❐ Very   ❐ Some   ❐   Neutral   ❐   Limited

Education/Schools/Early Childhood

❐ Very ❐ Some ❐ Neutral ❐ Limited

Income Constrained/Low SES

❐ Very ❐ Some ❐ Neutral ❐ Limited

International/Global Focus

❐ Very ❐ Some ❐ Neutral ❐ Limited

Housing/Food Insecurity

❐ Very ❐ Some ❐ Neutral ❐ Limited

Human Trafficking

❐ Very ❐ Some ❐ Neutral ❐ Limited

Medical

❐ Very ❐ Some ❐ Neutral ❐ Limited

Mental Health

❐ Very ❐ Some ❐ Neutral ❐ Limited

Public and Community Health

❐ Very ❐ Some ❐ Neutral ❐ Limited

Substance Abuse/Recovery

❐ Very ❐ Some ❐ Neutral ❐ Limited

Other:

❐ Very ❐ Some ❐ Neutral ❐ Limited

Agency Type
❐ Community-Based

❐ Faith-Based

❐ Government

❐ Medical

❐ Non-Profit

Roles
Case Management

❐ Very ❐ Some ❐ Neutral ❐ Limited

Community Education/Prevention

❒ Very ❒ Some ❒ Neutral ❒ Limited

Counseling/Facilitating

❒ Very ❒ Some ❒ Neutral ❒ Limited

Crisis Response

❒ Very ❒ Some ❒ Neutral ❒ Limited

Faith-Based/Ministerial

❒ Very ❒ Some ❒ Neutral ❒ Limited

Home Visiting

❒ Very ❒ Some ❒ Neutral ❒ Limited

Non-Profit Work/Grant Writing

❒ Very ❒ Some ❒ Neutral ❒ Limited

Research

❒ Very ❒ Some ❒ Neutral ❒ Limited

Street Outreach (Unhoused Population)

❒ Very ❒ Some ❒ Neutral ❒ Limited

Training

❒ Very ❒ Some ❒ Neutral ❒ Limited

Policy, Law, and Advocacy

❒ Very ❒ Some ❒ Neutral ❒ Limited

Other:

❒ Very ❒ Some ❒ Neutral ❒ Limited

All students are responsible for **transportation** to and from the field

internship. Do you have reliable transportation?

❒ Yes

❒ No

Please share your plans for transportation to and from your agency setting:
Placement Location: Most practicum settings are in Davidson and Rutherford counties.
Should you have preference for another county, please list that below:

Please give adequate time and thought to answering the following questions: (Please provide 4-5 sentences.) When I think about my future career as a social worker, in 5-10 years I will be:

Learning Objective: Discuss your learning objectives. What do you envision for your field experience? Name 3 personal goals you hope to accomplish while learning in the field. **Personal strengths:** What personal strengths can you identify that will contribute to a successful field experience?

Do you anticipate any barriers to completing your practicum? If yes, please explain: What limitations or challenges are you facing that could create barrier or difficulty? (Ex: daycare limitation for children between 7 am-6 pm in Murfreesboro; unreliable transportation, etc.).

Most Important Factors: In order of importance, list the most important factors you would like to be taken into consideration during the matching process. (Example: population of interest, agency setting, location, etc.)
1.
2.
3.

Other Information to Consider: Please share any other information you feel is necessary for the Field Coordinator to know and consider during the matching process.
Top Three Preferred Agencies (if known):
1.
2.
3.

Notice: Many agencies require a background check, health screen, fingerprinting, etc. If there are any issues which may affect your placement, please discuss these with the Field Coordinator.

❏ No issues to discuss

❏ Yes, I would like to discuss

Employment-Based Practicums/Stipend: There are a limited number of agencies that offer employment-based internships or stipends. No student is guaranteed an internship with an option for employment or stipend. If you consider yourself a student that would need to be considered for one of these locations, please arrange a meeting with the Field Coordinator to discuss. Agency personnel will receive the resume of the interested students and determine who will be interviewed/considered for any opportunities that are available.

Statement of Acknowledgement

The Procedure: Students must complete the Application for BSW Field Practicum and submit this through Tevera by the deadline. Applications received after the deadline or incomplete will be evaluated after all other applications. Students will be notified through

their MTSU email of their prospective field assignment. The student will then be responsible for contacting the agency contact and arranging an interview with the Field Instructor/Supervisor to finalize the internship placement. The form, Confirmation of Agency Placement-MTSU 1033, must then be completed in Tevera by the Agency Contact and Student. The student is responsible for notifying the Field Coordinator when this process is complete as well as sharing any barriers that prevent completion.

Expectation: Again, every attempt is made to match students with compatible agencies based on the information given in the application, agency availability, and field coordinator judgement. However, students are expected to be open to placements at agencies of all populations, fields of practice, and geographic locations. Once a student has been matched with a prospective agency, the student is expected to communicate, coordinate and interview with the agency. Once the Confirmation of Agency Placement form has been signed by the student and field instructor, there will be **NO** changing your assigned field placement without documentation of extenuating circumstances and Field Coordinator approval.

I have read and understand the above information regarding MTSU BSW Field Education Procedure and Expectations. I have read the MTSU BSW Student Handbook and Field Education Information and agree to abide by the structure, guidelines and policies indicated. I have also read the NASW Code of Ethics and understand they apply to me as a BSW intern. I agree to uphold the ethical guidelines for social work practice. I have completed the MTSU SW Field Application form completely and accurately to the best of my ability and included all required documentation.

Student Signature: Date:

Information below line is for internal department use only:

Date application submitted:

Received by:
Auditor Name:

Audit Date:

❒ ~~Checklist~~ verified and complete
❒ Application completed accurately with all signatures and forms included

Notes: (anything missing and/or any communication notes):
    Top 3 placement options after review:
    1.
    2.
    3.

Field Coordinator Signature:

MIDDLE TENNESSEE
STATE UNIVERSITY

Code of Ethics Agreement

As a social work student in Middle Tennessee State University's Social Work Program, I will uphold and abide by the NASW Code of Ethics.

I understand that I may be counseled out of the program on the basis of:

- **Academic Performance.** I will meet grade requirements. I will pursue academic honesty.
- **Absenteeism**. I will meet the requirements of class and practicum attendance.
- **Professional Behavior**. At all times, I will act in a professional manner with peers, faculty, agency personnel, and clients; always treating others with respect, courtesy, fairness, and good faith.
- **Assaultive or Threatening Behavior**. I will not participate in inappropriate behavior that is directed at clients, colleagues, or instructors.
- **Damaging Behavior**. I will treat others with respect, demonstrate a respect for diversity, protect confidentiality, ensure freedom of expression, and demonstrate a commitment to community.
- **Ineffectiveness in Work with Clients**. I will demonstrate minimal levels of effective performance and apply progressive learning techniques to evidence progress in working with clients. I will not violate practicum agency policy.
- **Progressive Discipline**. I understand that should I violate any of the above tenets, I will be counseled and receive one warning. Continuation of the behavior will result in my being counseled out of the program. (See Student Handbook).

_____   _____
Student Signature   Date

Note: If you have ever been convicted of a crime, you need to discuss this with your advisor. A criminal conviction will limit the field agencies where you can be placed. A criminal conviction will limit your employment opportunities in social services. A criminal conviction will be considered by the Licensure Board if you apply for a social work license. This does not mean that you cannot be a social worker if you have a criminal conviction, but it would be good to get guidance from your advisor.

MT MIDDLE TENNESSEE STATE UNIVERSITY
Confidentiality Statement
I have read the Confidentiality Statement in the MTSU Department of Social Work Field Manual and agree to abide by the terms of that statement. I have also read the NASW Code of Ethics and agree to uphold the ethical guidelines contained therein for social work practice. I will respect the privacy of clients and, in accordance with agency policies, hold in confidence information obtained in the course of my field placement. I will hold in confidence any proprietary information about the agency shared with me during the field placement. I will not disclose data that can be linked to individual clients or staff members when using information from my field experience in course work.
Student Name:

_____   _____

Student Signature   Date

MIDDLE TENNESSEE STATE UNIVERSITY

Confirmation of Agency Placement

Agreement for student placement for:

Semester:

Year:

Student Name:

Student Email:

The Department of Social Work at Middle Tennessee State University and Field Instruction Agency below jointly agree to Field placement for the student for the purpose of providing undergraduate Social Work Field Education.

Agency:

Contact:

Address:

City:

Phone:

Email:

For Field Instructor

I certify that I have met with the student above and we have agreed on placement for the semester.

_____   _____

Agency Field Instructor Signature   Date

_____   _____

Student Signature   Date

Please keep a copy for your records as this serves as your <u>official agreement and confirmation</u> of field placement and submit the original form with signatures to the MTSU Social Work Field Coordinator. Any changes after the agreement is signed should be directed to the MTSU SW Field Coordinator.

MT MIDDLE TENNESSEE STATE UNIVERSITY

ACKNOWLEDGMENT OF RISK IN THE FIELD PRACTICUM

This document is designed to inform you of the potential risks associated with the field practicum. It is the belief of Middle Tennessee State University faculty that you have a right to be informed of risks associated with this aspect of your educational and professional preparation and that with proper knowledge and preparation, risks can be minimized.

1.   **Malpractice Liability insurance:** Students are required to maintain professional liability insurance with a minimum amount of $1million/$2 million aggregate as a minimum with any higher coverage as acceptable. An important aspect of professional practice is knowing the limits of your knowledge and skills and avoiding interjecting in situations that are not in your area of competence. Whenever you have a question about the handling of a particular case and whether or not a given intervention is appropriate, see your field/Task Supervisor (preceptor).

2.   **Automobile liability insurance:** Students are discouraged from using their personal vehicle for field-related usage (other than travel to and from the practicum). If you will be using your personal vehicle in field, it is recommended that you check with your insurance company for a clear understanding of your coverage. Ask specifically about coverage that will protect you should an incident occur while transporting a client. Check with your field/Task Supervisor (preceptor) to determine if the agency provides coverage for you if you use your personal vehicle to transport clients. Many agencies consider students to be "volunteers" and this may allow them to provide some coverage through policies for volunteers. Whenever possible, use an agency vehicle to transport clients.

3.   **Personal safety:** You may encounter risks to your personal safety during the field practicum when dealing with angry or hostile clients, making home visits, or being exposed to clients who have an infectious diseases and/or mental illnesses. It is important to learn what you can do to minimize the risks to your personal safety. You need to discuss personal safety issues with your field/Task Supervisor (preceptor) early in the practicum so you can be informed of agency policies and procedures and any recommended courses of action.

4.   **COVID-19:** After COVID-19 was declared a global pandemic, numerous restrictions were initiated to limit physical contact. Social Work is an essential service; therefore, your exposure to COVID-19 is a real possibility in face-to-face practicum settings. It is recommended that you take the necessary precautions to shield yourself against exposure.
   a. Wear a face mask (nose and mouth covering at minimum)
   b. Maintain physical distancing of six (6) feet apart at minimum
   c. Use universal precautions (assume that everything is contaminated); therefore, wash hands frequently with soap and water for a minimum of 20-seconds
   d. Cough or sneeze into a tissue and dispose of it,
   e. Clean frequently touched items often
   f. If you are feeling sick (coughing, fever of 101 or higher, chest pain, body aches, etc.) stay home
   g. Get tested for COVID-19 prior to entering the field practicum component. Some settings may require this test.

Students must read the contents from the CDC website below regarding COVID-19 and acknowledge your assumption of risk in the field.
https://www.cdc.gov/coronavirus/2019-ncov/index.html

5. **TB skin test:** The prevalence of TB in society has increased in recent years. If you anticipate a field practicum setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some settings may require this test.

6.   **Hepatitis B vaccine**: If you anticipate a placement where there is the chance of being exposed to blood-borne pathogens, it is recommended that you get this vaccination. This involves a series of three

injections over a six-month period. Students may contact the local health department or their preferred medical provider to obtain the vaccination.

7.   **Influenza Vaccination:** Flu season generally runs from November through the end of March. To minimize exposure, students are encouraged to get the flu vaccination prior to entry into the field practicum. This vaccination may be required by your practicum agency.

I have read the above and acknowledge that the field practicum may present some risks. I understand that any expense or treatment for illness or injury suffered during the field education experience is my responsibility. I also understand that prudent choices and exercising caution can minimize these risks. I further recognize that it is my responsibility to become informed of agency policy and practices regarding the above situations.

_____   _____
Student Signature   Date

BSW Field Experience and Learning Plan

Student:
Semester:
Year:
Agency:
Agency Address:
City:
State:
Zip Code:
Agency Phone:
Field (Agency) Instructor:
Field (MTSU) Liaison:
Field (Agency) Instructor email address:
This document will serve as the Educational Contract, Mid-Term Evaluation and Final Evaluation document for MTSU Social Work students who are enrolled in undergraduate field practicum/internship. Each competency and the practice behaviors for each competency are to be demonstrated in field are to be met by all students graduating with a BSW degree from all CSWE accredited programs.

The student, working with the Field (Agency) Instructor, will complete the education contract by listing tasks that are to be accomplished by the student at the practicum/ agency site during the designated semester of study. A minimum of one task will be listed for each practice behavior. Students are encouraged to identify and list two (2) tasks for each practice behavior. Tasks are dependent on the setting of the agency and the population served in relation to the level of the student (Field I or Field II). Tasks should demonstrate specific activities and opportunities available at the agency. The University Faculty Field Liaison must approve the Educational Contract.

The Field (Agency) Instructor should ensure that he tasks on the educational contract are appropriate for students working under supervision. Evaluation of the student activity is based on task accomplishment and is not related to course grading criteria. In the even a student is graded at level 5 for all tasks relating to one objective at midterm, new activities/ tasks may be developed for the remainder of the semester.

The Field (Agency) Instructor should evaluate the student at mid-term and at the end of the semester using the following scale:

5=Professional level activity, equivalent to employee
4=Component level activity, with indirect supervision
3=Meets expectations, with direct supervision
2=Beginning level activity only
1=Attempted but failed due to engage in this task
NA=List task deferred at this time.

Competency 1: Demonstrate Ethical and Professional Behavior
a. 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.
Task(s):
1.
2.

b. Use reflection and self-regulation to manage personal values and maintain professionalism in proactive situations.
Task(s):
1.
2.
c. Demonstrate professional demeanor in behavior, appearance, oral, written & electronic communication.
Task(s):
1.
2.
d. Use technology ethically and appropriately to facilitate practice outcomes.
Task(s):
1.
2.

Competency 2: Engage Diversity and Difference in Practice
a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
Task(s):
1.
2.
b. Present themselves as learners and engage client & constituencies as experts of their own experiences.
Task(s):
1.
2.
c. Apply self-awareness and self-regulation to manage the influence of personal bias and values in working with diverse clients and constituents.
Task(s):
1.
2.

Competency 3: Advance Human Rights and Social and Economic Justice
a. Apply their understanding of social, economic, & environmental justice to advocate for human rights at the individual and systems levels.
Task(s):
1.
2.
b. Engage in practice that advocates social, economic & environmental justice.
Task(s):
1.
2.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
a. Use practice experience and theory to inform scientific inquiry and research.
1.
2.
b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
Task(s):
1.
2.
c. Use and translate research evidence to inform and improve practice, policy and service delivery.
Task(s):
1.

2.
Competency 5: Engage in Policy Practice
a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery and access to social services.
1.
2.
b. Assess how social welfare and economic policies impact the delivery of and access to social services.
Task(s):
1.
2.
c. Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic & environmental justice.
Task(s):
1.
2.
Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities
a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
Task(s):
1.
2.
b. Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.
Task(s):
1.
2.
Competency 7: Assess Individuals, Families, Groups, Organizations and Communities
a. Collect and organize data and apply critical thinking to interpret information from client & constituencies.
Task(s):
1.
2.
b. Apply knowledge of human behavior and the social environment, persons-in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment of data from client & constituencies.
Task(s):
1.
2.
c. Develop mutually agreed-on intervention goals and objectives based on critical assessment of strengths, needs, and challenges within client & constituencies.
Task(s):
1.
2.
d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
Task(s):
1.
2.
Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities
a. Critically choose and implement interventions to achieve practice goals & to enhance capacities of clients & constituencies.
Task(s):

1.
2.
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients & constituencies.
Task(s):
1.
2.
c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
Task(s):
1.
2.
d. Negotiate mediate, and advocate on behalf of diverse clients & constituencies.
Task(s):
1.
2.
e. Facilitate effective transitions and endings that advance mutually agreed-on goals.
Task(s):
1.
2.

Competency 9. Evaluate practice with Individuals, Families, Groups, Organizations, and Communities
a. Select and use appropriate methods for evaluations of outcomes.
Task(s):
1.
2.
b. Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
Task(s):
1.
2.
c. Critically analyze, monitor and evaluate intervention and program processes and outcomes.
Task(s):
1.
2.
d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.
Task(s):
1.
2.
Signatures

_____   _____
  Student Signature   Date

_____   _____
  Field (Agency) Supervisor Signature   Date

_____   _____
  Field Liaison Signature   Date

Appendix E – Incident Report Form

MIDDLE TENNESSEE
STATE UNIVERSITY
Department of Social Work

Incident Report Form

The student should complete this form if any of the following have occurred during the field practicum: sexual harassment, personal injury (i.e.; by violent client or other persons, auto accident, personal injury by animal, exposure to or contraction of infectious disease, damage to personal property, etc.). If you are unsure about completing this form, contact the Field Education Coordinator for advisement.

Date of Referral   _____
Student Name   _____
Student M#   _____
Agency Name   _____
Agency Address   _____
Name of Field/Task Supervisor _____
Field/Task Supervisor Contact _____
Information (Phone, Email Address) _____
                              _____

Date of Incident   _____
Time of Incident   _____
                              _____

Description of the Incident
_____
_____
_____
_____

Provide the Names of All Parties Involved and Their Relationship to Agency
_____
_____
_____
_____

With Whom Have You Discussed This Incident
_____
_____
_____

Has a Formal Report Been Filed with the Agency?
_____
_____
_____

Describe Any Action Taken to Date

_____
_____
_____

Describe Any Remaining Concerns Related to This Incident

_____
_____
_____

SIGNATURES

_____
Student   Date

_____
Field Education Coordinator   Date

_____
Program Coordinator   Date