



EAST TENNESSEE STATE  
UNIVERSITY

DEPARTMENT OF  
Social Work

## BSW STUDENT HANDBOOK FOR SOCIAL WORK MAJORS 2024-2025

This student handbook is made available to all social work majors to acquaint them with the overall program of study, as well as with important university and departmental policies. Detailed course descriptions are listed in ETSU's undergraduate catalog. Additional and updated information will be made available to students in their social work classes, as policies or procedures change.

The social work major requirements, including prerequisites, are subject to change because of emerging trends in the profession, revisions in accreditation standards, or program changes indicated through continuous program assessment. However, adequate notice will be given to students affected by any changes, and we will be as flexible as possible when curriculum changes are implemented.

**In accordance with the NASW Code of Ethics, the Bachelor of Social Work Program at ETSU believes that educational and employment opportunities should be available to all eligible persons without regard to identity. We are committed to fostering an environment free of all forms of bias and discrimination including racism, xenophobia, homophobia, sexism, classism, ableism, and any hate speech or actions that attempt to silence, threaten, or degrade others.**

**We embrace the notion that an intellectual community is enriched and enhanced by diversity and are committed to increasing the representation of populations that have been historically excluded from participation in society. We celebrate and welcome students from diverse backgrounds and strive to create a learning environment that supports a diversity of thoughts, perspectives, and experiences.**

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## Program Welcome

Welcome to the Baccalaureate Social Work (BSW) Program at East Tennessee State University. On behalf of the faculty and staff in the Department of Social Work, I congratulate you on your decision to pursue your degree with us!

Our BSW Program has been continuously accredited by the Council on Social Work Education (CSWE) since 1974. The Department of Social Work offers an undergraduate curriculum leading to the Bachelor of Social Work degree. The primary goal of social work is to improve a society's overall well-being, especially for the most vulnerable and marginalized populations.

Students in our program gain competency in the knowledge, skills, values and cognitive and affective processes related to the social welfare system and the social work profession to practice entry-level professional social work after graduation. Many of our graduates go on to provide direct services to clients helping them cope, manage, and overcome problems such as poverty, abuse, addiction, and mental illness by providing counseling, connecting clients with needed resources, and empowering clients to create change in their own lives.

## Important Dates

### BSW Orientation

Students are required to attend a BSW Student Orientation the summer before they begin the junior-year coursework. This is different than the university orientation that students are also required to attend. The BSW Student Orientation is held on the Friday before fall semester starts; students will be notified via email. Students should contact the department for specific date if not notified.

### BSW Program Application

Submit a completed application for admission to BSW program. Admissions to the program is different from having a social work major. Formal applications should be submitted by October 1<sup>st</sup> during the semester that the student is taking SOWK 3000 HBSE (junior-year, fall-semester).

### BSW Field Education Application

Students complete a 430-hour supervised internship in their senior year. Students complete the application process which includes an application through EXXAT the field management database no later than February 15<sup>th</sup>, junior-year spring-semester during the semester that the student is enrolled in SOWK 3310 Practice with Individuals. This process also includes an interview with the Director of Field Education. Information will be sent to students with details in the fall of their junior year.

### BSW Scholarship Application

Students who wish to apply for social work scholarships can find detailed information here: [Scholarships \(etsu.edu\)](https://etsu.edu/scholarships).

### BSW Student Social Work Association (SSWA)

Students who wish to join SSWA should submit a completed membership application and pay dues of \$10.00 per semester. Applications can be submitted at any time, however, to benefit from fundraising, students are encouraged to apply by October.

## BSW Faculty and Staff Contact Information

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# Program Philosophy, Goals, and Core Competencies

## Program Philosophy and Mission

The philosophy of this program is derived from the philosophy of social work and emphasizes the helping relationship and the dignity, status, and rights of the individual. The faculty believes that the philosophy of social work must be demonstrated as it is taught and, as such, must be incorporated into faculty-student relationships, as well as in relationships between the department and the social work practice community.

### BSW Program Mission Statement

The East Tennessee University Bachelor of Social Work Program prepares students to use the knowledge, values, and skills necessary to demonstrate competency in generalist social work practice, reflecting the core values and ethical obligations of the social work profession. The program instills in its students the commitment to engage diversity in practice and advocate for human rights, as well as social, economic, and environmental justice by challenging all forms of oppression.

### Program Goals

The following goals of the BSW Program are derived from the program's mission. The BSW Program aims to:

1. Provide a sound educational environment that nurtures learning, stimulates self-reflection, encourages open dialogue, and is characterized by honesty, integrity, trust, and respect.
2. Draw on students' liberal arts foundation to build the knowledge, skills, values, ethics, and professional identity necessary for competent entry-level generalist practice in various contexts and all levels of practice.
3. Ensure a knowledge base in human behavior theories that support intervention at multiple levels in order to improve the quality of life for all citizens, especially those who are disadvantaged.
4. Prepare students to comprehend current social welfare policies' historical socio-political-economic contexts and their provision, as well as their consequences to client systems.
5. Prepare students to advocate for more effective policies, programs, and services to advance social well-being.
6. Motivate and prepare students for use of research tools to critically evaluate and improve practice, programs, and service delivery systems that employ social workers.
7. Prepare students to meet social welfare needs in a culturally competent manner with diverse populations, giving attention to Northeastern Tennessee and the Southern Appalachian region.

## Program's Core Competencies

At graduation, students will be competent to:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

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

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

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

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

More information can be found here: [2022-EPAS.pdf \(cswe.org\)](#)

# Admissions to The BSW Program

## Declaring Social Work as a Major versus Being Formally Admitted to the BSW Program

Any student who is interested in becoming a social work major can do so by declaring social work when entering ETSU or by contacting an academic advisor to start the process. **To be formally admitted to the major and to the upper division Social Work Practice classes (SOWK 3310, 4330, 4340), students complete an application packet, which is reviewed by the BSW Program Committee.** This is done during the semester that students are enrolled in the SOWK 3000 Human Behavior in the Social Environment (HBSE) or a prior semester when requirements are completed. At that time, ALL criteria for admission MUST be met, with allowances for transfer students to complete some requirements during the semester of application.

### Meeting Requirements under the Catalog at Entry to ETSU

To graduate under the catalog that was in effect when a student entered ETSU, the student must have met all requirements for graduation within 6 years. Otherwise, students will be changed automatically to a catalog that will be no more than 6 years old at the point of graduation. If a student is within a semester or two of graduation, the dean may approve a catalog extension. When students have dropped out of school for several years and then returned to complete their degree, the BSW Program Director advises a change in the catalog of record to one that reflects current requirements for graduation. Students can elect to change catalogs one time only during their academic program, which is different from the Graduation Office bumping a student to a newer catalog. Catalogs are available online at <https://www.etsu.edu/reg/catalog/>.

### Applying for Admission to The BSW Program

Social work is a professional program of education and training and therefore requires comprehensive academic standards throughout the program. The BSW Program Committee has identified academic performance standards that fall into seven categories as advised in the program's Academic Performance Standards for Admission, Retention, and Graduation. These include:

1. Scholastic
2. Professional values and ethics
3. Self-awareness
4. Interpersonal relationship skills
5. Responsibility and professional readiness
6. Critical thinking and problem-solving abilities
7. Communications skills

These academic performance standards with essential behaviors in each category are primary indicators of professional readiness for practice in the field of social work. Students must demonstrate the ability to meet these standards to be admitted to the program.

The Academic Performance Standards are reviewed, discussed, and applied when the student meets with a faculty advisor.

Applications for admission are available through the admissions tab on the BSW Program's website found at: [Admissions \(etsu.edu\)](https://etsu.edu/admissions).

### Applying for Admission to the BSW Program

Students must apply to the program during the junior year, fall semester when they are enrolled in SOWK 3000 HBSE. Specific courses in the social work practice sequence (SOWK 3310, 4330, 4340 and Field Experience) cannot be taken prior to formal admission to the major. Therefore, acceptance into the program must be granted prior to the junior-year, spring semester. Students who are not admitted to the program by the end of the junior year, fall semester will not be able to continue in their program of study.

Students must complete and submit to the BSW Program the following documents as part of their application for admission:

1. Online Application
2. Personal Statement Essay (uploaded to online application)
3. Student Self-Assessment (uploaded to online application)
4. 60 Hours of Human Service and/or Social Justice Activities with completed Human Service Activities Form (uploaded to online application)
5. Certificate of Completion of the BSW Student Orientation (uploaded to online application)
6. Acknowledgement of Requirements for Clinical and Professional Experience

In addition to the application for admissions, students must satisfy the following conditions:

1. Completion of, with a C or better, SOWK 1010 Introduction to Social Work (or an approved equivalent). This course **MUST** be completed **PRIOR** to applying to the program (junior year, fall semester).
2. Completion of, with a C or better, SOWK 1020 Professional Values and Ethics and SOWK 1030 Cultural Diversity. Students who have not completed these two courses prior to applying, **MUST** complete them by the end of the semester in which the student applies to the program (junior year, fall semester).

Students who take SOWK 1020 and SOWK 1030 during the semester in which they apply to the program are eligible to receive conditional acceptance to the BSW Program. Upon completion of these two courses, with a C or better, conditional acceptance will be converted to official acceptance. It is the student's responsibility to report their final grade in these courses to their faculty advisor by the end of the fall semester. Students who do not report their final grade are at risk of being purged from their spring semester courses.

3. A minimum overall grade point average of 2.25 and a 2.5 average in these three required social work courses.

#### Criteria for acceptance into the Social Work Program:

1. **Submission of a completed application packet by 11:59 PM October 1st** for entry to the program in the spring semester.

**Satisfactory performance of 60 hours of human service and/or social justice activity documented using the Human Service Activity Form.** This form includes a supervisor's assessment of performance (on back of form) and signature. Please review the BSW website for agencies already pre-approved for human service and social justice activities. To work at an agency not on this list, students must get pre-approval from their advisor or the BSW Program Director before beginning their hours. Students may complete all 60 hours with direct face-to-face human service activity or a combination of social justice and direct human service hours with a maximum of 30 hours of social justice activity.

Human service activities completed by the student within two years prior to application to the program may count toward this 60-hour requirement. In some circumstances, students may be able to use paid human service activity toward this requirement. Students must meet with their advisor or the BSW Program Director to determine if, and how many, of these hours may be used.

2. **Positive feedback from social work instructors** during the admission process on overall academic performance in completed social work courses.
3. **All application materials demonstrate potential and suitability for the social work profession**, as defined in the program's Academic Performance Standards.

#### Admission Application Review Process

Applications are reviewed and rated by the BSW Program Committee, using a rating rubric. Once the committee has reached its decision, the student is notified of the decision in writing, and reasons or conditions for the committee's actions are explained. Any student not satisfied with the committee's decision can appeal the decision through the formal appeals process outlined later in this handbook.

There are three possible outcomes for admissions:

1. Full Acceptance into the BSW Program
2. Conditional Acceptance into the BSW Program, where conditions must be satisfied by the end of the junior year, fall semester
3. Admissions Denied, due to failure of satisfying all admissions criteria

An interview may be scheduled if the student's admissions application or input from faculty suggests more information is needed from the student to determine an admissions decision.

## Criminal Background

Students are expected to disclose convictions of any crimes when applying to the program. Convictions may impact the student's options for licensure, field education internship placement and future employment, as certain agencies require a clean background check. Students who have concerns about their criminal background are encouraged to speak with their advisor or the BSW Field Director to develop a plan for success moving forward.



# Performance Standards for Admission, Retention, and Graduation

## Performance Standards

Because of the responsible positions of authority that social workers hold and the potential to do harm in those positions, academic requirements in a social work program are by necessity comprehensive. In addition to student scholastic requirements for completion of courses at certain grade levels, social work students are expected to behave in a manner that is consistent with the values, ethics, and conduct requirements of the profession of social work in their three primary roles in the program: as learners, as students in a professional program, and as future professional helpers. Comprehensive academic performance standards in the social work program include cognitive, skill, scholastic, behavioral, and professional components and are primary indicators of professional readiness for practice in the field of social work.

The Academic and Behavioral Performance Standards for the ETSU BSW Program fall into 7 categories: Scholastic, Professional Values and Ethics, Self-Awareness, Interpersonal Relationship Skills, Responsibility and Professional Readiness, Critical Thinking and Problem-Solving Abilities, and Communication Skills.

The BSW Program's academic performance standards and examples of essential behavior for each standard were developed to ensure clarity of expectations for student behavior and achievement and to ensure that students from our program are well-suited for the professional demands, roles, and responsibilities of professional social workers.

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

### Academic Performance Standards Policies

**Scholastic Standard:** Includes overall GPA, GPA in required social work courses, and course grades.

#### *Essential Student Behavior:*

- Must achieve/ maintain an overall GPA of 2.25.
- Must achieve/maintain a minimum GPA of 2.5 in required SOWK courses.
- Students cannot meet social work course requirements if they earn a C- or below in a required SOWK course. If a C- or below is earned in a course required for admission to the program, the course must be successfully repeated (with a 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.

This requirement for a C or above does NOT include major-specific prerequisite courses outside of the department, including PSCI 1120 American Government, HDAL 2310

Lifespan Development, PSYC 1310 Intro to Psychology, SOCI 1020 Intro to Sociology, MATH 1530 Probability and Statistics, and/or the Human Biology content.

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

#### *Additional Academic Information about Completing a BSW Degree*

**To graduate with a BSW, students must complete a minimum of 120 credit hours (beginning with the 2004-2005 Undergraduate Catalog), beyond any credit hours in Developmental Studies.** A new Tennessee Board of Regents policy that went into effect in the fall of 2008 and is retroactive, allows students to remove high school deficiencies by taking college level courses, and those college level courses, as listed in their brochure, can be counted toward meeting certain Gen Ed Core Requirements, and will be factored into the overall college GPA and number of credit hours needed for graduation.

1. Students must complete the following courses as major-specific prerequisites to the program:
  - MATH 1530 Probability and Statistics
  - CSCI 1100 Using Information Technology (or test out) - Instructions for testing out of CSCI 1100 can be found at <http://www.cs.etsu.edu/academics/uit>.
  - PSYC 1310 Introduction to Psychology
  - SOCI 1020 Introduction to Sociology
  - BIOL 1010/11 OR 1020/21 OR 1110/11 OR HSCI 2010/11 (Human Biology content)
  - PSCI 1120 American Government
  - EDFN 2310 Developmental Psychology
2. Students must earn a minimum grade of C in both English composition courses (ENGL 1010 and 1020). Again, a C- does not meet this requirement.
3. Students must complete general education core requirements, as outlined in the Undergraduate Catalog.
4. Transfer students from 2-year institutions must complete a minimum of 50 semester hours of credit at a senior level college or university (to total 120 hours to graduate).

Therefore, students from 2-year community colleges must complete a minimum of 50 credit hours beyond the sophomore year at ETSU.

5. The social work major requirements, including prerequisites, are subject to change because of emerging trends in the profession, revisions in accreditation standards, or program changes indicated through continuous program assessment. However, adequate notice will be given to students affected by any changes, and we will be flexible as possible when curriculum changes are implemented.
6. Students majoring in social work are not required to have a minor in another department or a foreign language.
7. Students cannot be given academic credit for life or work experience in place of any of the required SOWK courses.

### Behavioral Performance Standards Policies

Professional Values and Ethics Standard: Students demonstrate adherence to ethical, legal, and professional directives and expectations.

#### *Essential Student Behavior:*

- Judgment and conduct are consistent with the values and ethics of the profession as advanced in the NASW Code of Ethics, as well as with established laws, policies, and professional standards of care.
- Demonstrates potential for adherence to ethical expectations and obligations in working with diverse client populations, validating the dignity and worth of all people.
- Demonstrates professional and academic integrity in meeting the objectives of the social work program and in fulfilling all program requirements. Students should remain aware of and abide by Academic Misconduct policies as defined in The Spectrum.
- Demonstrates respect for the rights of others and upholds the ethical standards of client privacy and confidentiality at all times.

Self-Awareness Standard: Students demonstrate professional readiness through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting clients, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance problems and unprofessional behavior.

#### *Essential Student Behavior:*

- Demonstrates awareness of self and its impacts on interpersonal and professional relationships.
- Demonstrates a willingness to examine and assess the relationship between his/her personal values/socialization and their fit with expected professional behavior, as well as to grow toward professionalism by responsibly reconciling differences, as required by the NASW Code of Ethics.
- Demonstrates the capacity to assess strengths, limitations, and suitability for professional practice throughout the program of study.

- Acknowledges, seeks help to resolve, and ultimately resolves personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with judgment, academic performance, and/or interactions with clients, peers, supervisors, faculty, and other relevant parties.
- Advocates for himself/herself in an appropriate and responsible manner.
- Shows a willingness to receive and accept feedback and/or supervision in a positive manner and to use the feedback to enhance his/her professional development.
- Demonstrates the ability to deal with life stressors through the use of appropriate coping mechanisms.
- Identifies appropriate professional learning goals and takes an active role in the learning process.
- Prepares for and effectively utilizes supervision and other forms of professional advisement and mentorship.
- Demonstrates a realistic and accurate self-awareness of his/her own strengths, limitations, values, and performance.

Interpersonal Relationship Skills Standard: Interactions with peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as a clear understanding of professional role and appropriate boundaries.

*Essential Student Behavior:*

- Relates interpersonally in a manner that is respectful, non-manipulative, nondisruptive, nondiscriminatory, and characterized by maturity.
- Demonstrates interpersonal skills that would indicate an ability to form and to sustain effective helping relationships.
- Uses proper channels for conflict resolution.
- Maintains appropriate boundaries in all relevant relationships and arenas.
- Demonstrates appropriate use of self in the professional role.

Responsibility and Professional Readiness Standard: Appropriate levels of responsibility and professional readiness are demonstrated over the course of the program of study.

*Essential Student Behavior:*

- Demonstrates responsible and self-directed behavior in adherence to the plan of study and the proper sequencing of courses for program completion.
- Shows potential for responsible and accountable behavior by observing advisement deadlines, keeping appointments, or canceling appointments if unable to keep them, attending class regularly and on time, and observing assignment due dates.
- Demonstrates ability to adhere to agency protocols and policies, dress codes, and documentation requirements.
- Demonstrates behaviors on campus, in the classroom, in the field placement, in the community, and with peers that are in compliance with program policies, institutional policies, and professional ethical standards.

- Refrains from illegal drug use and demonstrates behavior that is consistent with ETSU's Disciplinary Rules on drugs and alcohol, as outlined in The Spectrum.
- Passes drug screens, as may be required by the program or field practicum.
- Absence of a history involving conviction of a violent crime or other felony.
- Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion, tardiness, or late submission of assignments and identifies appropriate alternatives when a change in plans is necessary.
- Demonstrates ability to function within the structure of organizations and service delivery systems, as a member of a team and of an agency.
- Demonstrates application of effective time management strategies in completing all professional and academic responsibilities and activities.
- Responds in a timely and appropriate manner to communication from faculty, supervisors, field instruction personnel, and clients.

Critical Thinking and Problem-Solving Abilities Standard: Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence.

*Essential Student Behavior:*

- Demonstrates the ability to identify ways in which biological, psychological, developmental, spiritual, socioeconomic, and environmental factors may affect an individual, family, or groups of various sizes.
- Demonstrates ability to gather and assess relevant information; to interpret information correctly; to come to well-reasoned conclusions and/or solutions; to think open-mindedly about alternative viewpoints, recognizing their underlying assumptions, implications, and practical consequences.
- Demonstrates the ability to identify and incorporate classroom learning in assessments and interventions with clients.
- Demonstrates ability to engage in reflective thinking to overcome personal beliefs rooted in prejudices, sweeping generalizations, stereotypes, and oversimplifications.

Communication Skills Standard: All verbal, nonverbal, and written communication exchanges are in accordance with professional standards.

- Speaks with dignity, respect, and cultural sensitivity to peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors.
- Shows skill in building rapport and engaging clients, applying principles of sound communication.
- Demonstrates good empathic and attending skills in client interactions.
- Demonstrates mastery of the English language in oral and written form.
- Prepares written products that reflect mastery of the conventions of the written word in clarity, accuracy, completeness, as well as that evidence correct grammar and syntax, proper diction, accurate reasoning, and APA formatting.

- Follows agency guidelines for recordkeeping.

## Guidelines for Retention and Termination

Social work education serves the function of assuring that competent persons enter the social work profession, and ETSU's Department of Social Work is committed to ensuring that students from our program are well-suited for the professional demands, roles, and responsibilities of social workers. Consequently, at times social work faculty may find it necessary to assess or reassess a student's motivation and/or suitability for a career in social work, and thus for continuation in the program. To fulfill this obligation, the social work faculty has defined herein the policies and procedures that govern how issues of student continuation in and termination from the BSW Program are handled when a concern is raised about a student's performance.

Given the nature and scope of professional social work practice, academic performance standards, as defined in the program's Academic Performance Standards for Admission, Retention, and Graduation, are comprehensive. Students are introduced to these standards when they first interface with the program and their student file is established. At that time, the "Student Code of Conduct" and the Academic Performance and Behaviors Standards are reviewed and discussed.

## Violation of Performance Standards

Students are required to adhere to the aforementioned categories of academic and behavioral performance standards as well as demonstrate the ethical principles and standards of the social work profession as outlined in the NASW Code of Ethics. Students who fail to meet one or more of these performance standards are subject to review.

Review of behaviors occur based on the level of severity impacting the student's ability to be successful in the BSW Program, through one of three methods: An Initial Concerns Report, an Incompatible Behaviors Form, and an Academic Performance Review.

### Faculty Cares Report

A Faculty Cares Report (Appendix G) may be completed when faculty notice a student engaging in behaviors that might impact their ability to be successful in the BSW Program. These behaviors are considered concerning but do not rise to the level of full faculty review. They include, but are not limited to, unprofessional attire, arrive late or leaving early from class, sleeping in class, or being overly communicative in class (chatting with other students, using a cell phone), etc. The purpose of this form is to identify and bring awareness to initial concerns faculty raise regarding observed student behavior(s).

The process for completing an Initial Concerns Form is as follows:

1. Faculty member identifies an area of concern.
2. Faculty member completes a Faculty Cares Report.

3. Faculty brings concern to student and discusses the issue. A plan for success is determined jointly by the faculty member and student.
4. Faculty member and student sign the Faculty Cares Report. A copy is given to the student and the original is placed in the student's permanent file.
5. Faculty member notifies the BSW Program of the concern at the next BSW Program Faculty Committee meeting.

### Incompatible Behaviors Form

If the initial concern is not appropriately addressed, or if the student displays more concerning behaviors, an Incompatible Behaviors Form may be completed. These behaviors are considered to impede the student's ability to be successful in the BSW Program and include, but are not limited to, inappropriate boundaries, disrespect or insensitivity toward others, inability to work collaboratively, work performance not meeting minimal standards, dishonesty, or evidence of mental health/substance use interfering with performance.

The process for completing an Incompatible Behaviors Form is as follows:

1. Faculty member identifies behaviors that are incompatible with social work or impeding academic performance.
2. Faculty member completes an Incompatible Behaviors Form identifying and providing a short narrative of the area(s) of concerns.
3. Faculty brings concerns to student and discusses the issue. A plan for success is determined jointly by the faculty member and student.
4. Faculty member and student sign the Incompatible Behaviors Form. A copy is given to the student and the original is placed in the student's permanent file.
5. Faculty member notifies the BSW Program of the concern at the next BSW Program Faculty Committee meeting.

### Academic Performance Review

Students found to be in significant violation of the Academic and Behavioral Performance Standards, including students who have not appropriately addressed incompatible behaviors, may be subject to full academic performance review by the BSW Program Committee.

Below is an illustrative but not exhaustive list of problems that might result in an Academic Performance Review, based on the program's Academic Performance Standards. Students are seen as violating the BSW Program's Academic Performance Standards and might be subject to performance review when:

There is a failure to demonstrate personal integrity in meeting the objectives of the social work program and in fulfilling all program requirements.

- The student performs at levels of C- and below in course and/or field work.
- The student breaches the standards for academic conduct, including but not limited to plagiarism, the giving or falsifying of any academic documents or materials, cheating,



and the giving or receiving of unauthorized aid in tests, examinations, or other assigned schoolwork. ETSU's policy on academic and classroom misconduct is defined in the Policies and Procedures section of the Undergraduate Catalog and can be found at <http://catalog.etsu.edu/>.

- There are excessive absences from class, as defined in the instructor's syllabus.
- The student is consistently irresponsible in meeting classroom and program requirements; for example, they are involved in a high frequency of the following: tardiness and absences, absences on exam days, assignments are turned in late, required field experiences or group meetings to prepare for group projects are missed.
- The student does not meet the grade-point requirements that have been established at different points in the program.
- Students must have a 2.25 overall GPA and 2.50 GPA in three required social work courses (SOWK 1010, 1020, 1030) to gain formal admittance into the program as a social work major. To enter the capstone field practicum during the senior year, BSW students must meet the same GPA requirements as for admission to the program and, additionally, must successfully complete all required social work (SOWK) courses with a C or better. BSW students may repeat only two required social work courses in which they received a grade of C- or below, and students who earn a grade of C- and below in the senior field course may NOT repeat the course.
- The student continues to reject social work values as they proceed through the program or who do not comply with the NASW Code of Ethics.
- The student fails to engage in ethical behavior in the community commensurate with the professional role.
- The student is found to be in serious violation of ETSU Student Disciplinary Rules, as determined by the ETSU Judicial System.
- The student is convicted of a violent crime or other felony.
- The student is under the influence of alcohol or drugs in the classroom or field settings, which causes them to function in an impaired manner, exhibit inappropriate behavior, or demonstrate negligence or unprofessional conduct, as defined in the NASW Code of Ethics.
- The student violates ETSU's Drug-Free Campus/Workplace Policy, as advanced in Section 1.6 of the Faculty Handbook and the Tennessee Board of Regents policy on Institutional Student Disciplinary Rules, Chapter 0240-3-2-.02 (j and k), which outlines Disciplinary Offenses related to the use, possession, distribution, sale, and manufacture of alcoholic beverages and/or drugs, on property owned or controlled by ETSU, at any ETSU-sponsored event, or as part of any activity of ETSU. This policy in the Policies and Procedures section of the Undergraduate Catalog and can be found at <http://catalog.etsu.edu/>.
- The student is unable to pass a drug screen, as required by the program or the field practicum.

- The student behaves in ways that are inappropriate to the field of social work, as defined in the NASW Code of Ethics or ETSU and the BSW Program policies.
- The student is unable to demonstrate willingness to grow toward professionalism by responsibly and satisfactorily reconciling differences between personal and professional values/ethics.
- The student interacts inappropriately or ineffectively with faculty, staff, peers, field instructors, or in other collegial relationships.
- The student is dismissed or terminated from field education internship.

### Review Committee

The Performance Review Committee will be a committee of the whole (including all members of the BSW Program Committee) with a quorum of one over half of that group needed in order for the committee to convene as a group to address the matter at hand. The BSW Program Director will serve as chair of the committee unless another departmental faculty member has been designated.

The Performance Review Committee will be concerned with problematic performance situations. Each student has the responsibility for discussing academic performance difficulties with their instructors, faculty field liaison, and advisor, as appropriate to the situation. The committee chair shall see that all necessary information is compiled and available for committee use in deliberations.

The committee chair is responsible for convening the committee, informing the student in writing that a complaint has come forward, gathering information, recording the review process, and communicating information to the student regarding committee action and decisions. The complainant is viewed as the person(s) most knowledgeable about the situation under review and is therefore responsible for presenting pertinent information on the nature of and facts about the problem under review.

### Initiating a Performance Review

Any faculty member or field instructor who has a special concern about any aspect of a student's performance may bring the concern before the Performance Review Committee. The concern must be forwarded in writing by the complainant to the BSW Program Director. A student who has a concern about another student may bring that concern to the BSW Program Director. If the BSW Program Director initiates a complaint against a student or there is another conflict of interest, another faculty member will be designated as chair of the committee.

### Student Privacy and Confidentiality

All procedures relating to the performance review shall be carried out in a manner that will protect the student's right to privacy consistent with federal and state privacy law. Members of the committee and all other persons who appear at the review meeting are expected to observe the confidential nature of the information made available to them, as well as any discussion held during the meeting. Actions and recommendations of the committee are to be

confidential and shared only with those persons involved with the student in educational capacity or University personnel on a need-to-know basis.

The faculty operates under the professional concept of a “circle of confidentiality,” which means that departmental personnel and field instructors have a right and an obligation to exchange information on students as this impacts the operation of any part of the program, the integrity of the program in meeting its goals and objectives, the performance status of a student in the program, and the safety and well-being of any ETSU personnel, other students, or field agency personnel.

### Procedures and Process

A review meeting should be scheduled soon as possible following the emergence of a concern or complaint, and the BSW Program Director shall notify the student, the complainant, and the committee of the meeting time and place, as well as the nature of the problem(s) to be considered by the committee.

The student shall be advised of the time and place of the hearing, the breach of regulations of which they are charged, and the method of appeal. The student shall also be advised of the following rights:

- The right to present their case.
- The right to be accompanied by an advisor.
- The right to call witnesses in their behalf. The right to confront witnesses against them.

The student whose performance will be reviewed is expected to attend the performance review meeting. However, if the student has been contacted but refuses to attend, the review will be conducted in their absence. Prior to the meeting date, the student is responsible for contacting the BSW Program Director to confirm their intent to attend the meeting. The student may remain in the meeting until the point at which the committee begins its deliberations.

The student may invite another student or staff person from within the institution to attend the Performance Review Committee meeting, and it is the student’s responsibility to notify the BSW Program Director ahead of time regarding who is being invited to attend. Other persons who have significant knowledge of the problem or of the student’s academic performance also may be invited by either the student or the BSW Program Director. The BSW Program Director may invite additional administrative resources from within the institution, as appropriate. The BSW Program Director has the authority to limit the number of people who will be attending the review.

### Meeting Agenda

Presentation of facts leading to the performance review will be presented by the BSW Program Director. Presentation of additional facts or clarification of facts related to investigation will be presented by the student or others involved.

Deliberation and Recommendation—Only the committee members, as well as additional administrative resources from within the institution, shall be present for this part of the meeting.

Recommendations of or actions taken by the committee shall be forwarded in writing to the student in a prompt and reasonable time period following the meeting of the committee. See “Possible Outcomes of Performance Review,” below, for illustrative recommendations.

The BSW Program Director will keep copies of all materials prepared for the committee in advance of the meeting and generated by the committee during the meeting. A copy of the letter outlining the committee’s recommendations and actions will be placed in the student’s folder that is maintained in the social work department.

The student may put in writing his or her opinions about or reactions to the review process and/or the committee’s recommendations/actions. This written response should be sent to the chair of the committee, who will place a copy in the student’s folder.

#### [Possible Outcomes of Academic Performance Review](#)

The following are some possible outcomes of a performance review, applied as appropriate to the severity of the offense. This list is to be seen as illustrative rather than exhaustive.

- Mutually agreed upon counseling
- Mandatory participation in, and satisfactory completion of, an alcohol or drug rehabilitation program, which may include referral to and completion of the Tennessee Professional Assistance Program (TNPAP) services
- Mandated sobriety while completing all degree requirements and drug/alcohol testing while in the program
- Authorization to release all information and records related to treatment, including test results of blood/urine samples for alcohol and drugs
- Responsibility for payment of any required alcohol and drug screens
- A written performance plan / academic plan for success
- Required human service activity
- Extra coursework or educational experiences
- Removal from field internship.
- A departmental probationary period during which specified criteria must be met
- Referral to a college Disciplinary Committee
- Suspension or expulsion from the program

# BSW Curriculum

## Courses Required to Receive a BSW Degree

### Major-Specific Prerequisites for BSW Students

Human Biology (Must take one)	BIOL 1010/11 BIOL 1020/21 BIOL 1110/11 HSCI 2010/11	Biology I for Non-majors and lab Biology II for Non-majors and lab Biology I for Science majors and lab Concepts in Biology Anatomy and Physiology and lab
Mathematics	MATH 1530	Probability and Statistics
Computer Science	CSCI 1100/1150	Using Information and Technology or Proficiency exam
Sociology	SOCI 1020	Introduction to Sociology
Psychology	PSYC 1310	Introduction to Psychology
Political Science	PSCI 1120	Introduction to American Government
Human Development and Learning	EDFN 2310	Developmental Life Span Psychology

### Social Work Course Requirements for BSW Students

Course Name and Number	Credit Hours
SOWK 1010 Introduction to Social Work	3
SOWK 1020 Professional Values and Ethics	3
SOWK 1030 Cultural Diversity	3
SOWK 3000 Human Behavior in the Social Environment	3
SOWK 3210 Social Work Research	3
SOWK 3300 Interviewing and Recording Skills	3

SOWK 3310 Practice with Individuals	3
SOWK 3430 Social Welfare Policy and Services	3
SOWK 4330 Practice with Organizations and Communities	3
SOWK 4340 Practice with Families and Groups	3
SOWK Social Work Electives	6
SOWK 4451 Field Education Practicum I	4
SOWK 4452 Field Education Practicum II	4
SOWK 4454 Field Education Seminar I	2
SOWK 4455 Field Education Seminar II	2
<b>Total Credit Hours</b>	<b>48</b>

#### Pre and Corequisites for Social Work Courses

<b>Social Work Courses</b>	<b>Co- and Prerequisite(s)</b>
Introduction to Social Work (SOWK 1010)	No pre- or co-requisites
Professional Values and Ethics (SOWK 1020)	No pre- or co-requisites
Cultural Diversity (SOWK 1030)	No pre- or co-requisites
Human Behavior in the Social Environment (SOWK 3000)	<b>Pre-req:</b> SOWK 1010, 1020, and 1030, <b>AND</b> PSYC 1310 <b>AND</b> SOCI 1020 <b>AND</b> Biology 1010/11 <b>OR</b> 1020/21 <b>OR</b> 1110/11 <b>OR</b> HSCI 2010/11. <b>Pre-req or Co-req:</b> EDFN 2310
Social Work Research (SOWK 3210)	<b>Pre-req:</b> SOWK 1010 <b>AND</b> MATH 1530 <b>AND</b> CSCI 1100**
Interviewing and Recording (SOWK 3300)	<b>Pre-req:</b> SOWK 1010, SOWK 1020, SOWK 1030
Practice with Individuals (SOWK 3310)	<b>Pre-req:</b> SOWK 3300 <b>AND</b> 3000 <b>AND</b> formal admission to the social work major

Social Welfare Policy and Services (SOWK 3430)	<b>Pre-req:</b> SOWK 1010 <b>AND</b> PSCI 1120
Practice with Organizations and Communities (SOWK 4330)	<b>Pre-req:</b> SOWK 3300 <b>AND</b> 3000 <b>AND</b> 3430 <b>AND</b> 3310 <b>AND</b> formal admission to the social work major
Practice with Families and Groups (SOWK 4340)	<b>Pre-req:</b> SOWK 3300 <b>AND</b> 3000 <b>AND</b> 3430 <b>AND</b> 3310 <b>AND</b> 4330 <b>AND</b> formal admission to the social work major
SOWK Electives (Any 2 of the SOWK elective offerings)	No pre- or co-requisites
Field Education Practicum I (SOWK 4451)	<b>Pre-req:</b> SOWK 3300 <b>AND</b> 3000 <b>AND</b> 3430 <b>AND</b> 3310 <b>AND</b> formal admission to the social work major <b>AND</b> formal application to Field Practicum <b>Co-req:</b> SOWK 4454 <b>AND</b> SOWK 4330
Field Education Practicum II (SOWK 4452)	<b>Pre-req:</b> SOWK 3300 <b>AND</b> 3000 <b>AND</b> 3430 <b>AND</b> 3310 <b>AND</b> SOWK 4451 <b>AND</b> SOWK 4454 <b>AND</b> formal admission to the social work major <b>AND</b> formal application to Field Practicum <b>Co-req:</b> SOWK 4455 <b>AND</b> SOWK 4340
Field Education Seminar I (SOWK 4454)	<b>Pre-req:</b> SOWK 3300 <b>AND</b> 3000 <b>AND</b> 3430 <b>AND</b> 3310 <b>AND</b> formal admission to the social work major <b>AND</b> formal application to Field Practicum. <b>Co-req:</b> SOWK 4451 <b>AND</b> SOWK 4330
Field Education Seminar II (SOWK 4455)	<b>Pre-req:</b> SOWK 3300 <b>AND</b> 3000 <b>AND</b> 3430 <b>AND</b> 3310 <b>AND</b> SOWK 4451 <b>AND</b> SOWK 4454 <b>AND</b> formal admission to the social work major <b>AND</b> formal application to Field Practicum <b>Co-req:</b> SOWK 4452 <b>AND</b> SOWK 4340



\*\* Computer proficiency can be demonstrated by passing the UIT Proficiency Test/Challenge Exam rather than taking the course, although no course credit hours are given for testing out.

Further information on the CSCI exam is on the following website:

<http://www.cs.etsu.edu/academics/uit>.

# BSW Course Sequence

## Two-Year Course Sequencing and Suggested Schedule for Social Work Majors

SOWK 1010 Introduction to Social Work must be completed prior to the start of the junior year, fall semester. SOWK 1020 Values and Ethics and SOWK 1030 Cultural Diversity must be completed by the end of the junior year, fall semester.

### Junior Year

#### First Semester (Fall)

SOWK 3000 Human Behavior in the Social Environment (3 credits)

SOWK 3300 Interviewing and Recording Skills (3 credits)

SOWK 3210 Social Work Research (3 credits) \*

SOWK Elective, as needed (3 credits)

General Elective, as needed (3 credits)

#### Second Semester (Spring)

SOWK 3310 Practice with Individuals (3 credits)

SOWK 3430 Social Welfare Policy and Services (3 credits)

SOWK Elective, as needed (3 credits)

General Elective, as needed (3-6 credits)

### Senior Year

#### First Semester (Fall)

SOWK 4340 Practice with Families and Groups (3 credits)

SOWK 4451 Field Education Practicum I (4 credits)

SOWK 4454 Field Education Seminar I (2 credits)

SOWK Elective, as needed (3 credits)

General Elective, as needed (3-6 credits)

#### Second Semester (Spring)

SOWK 4330 Practice with Organizations and Communities (3 credits)

SOWK 4452 Field Education Practicum II (4 credits)

SOWK 4455 Field Education Seminar II (2 credits)

SOWK Elective, as needed (3 credits)

General Elective, as needed (3-6 credits)

\* Can be taken either Fall or Spring of junior year.

# Field Education

## Field Education Process

The Field Experience is required of all majors. Students complete 430 hours, approximately 16 hours per week and are supervised by a degreed social worker. The intent of field education is to integrate the theoretical and conceptual learning in classes with the real world of the practice setting. It must be taken during the student's senior year after completion of prerequisite social work courses. Other prerequisites are an overall grade point average of 2.25, a 2.5 in required major courses, and approval of the Social Work Department and placement agency. Students planning to enter field placement must submit their applications through EXXAT the field management data system in the semester preceding the field experience, typically when students are enrolled in SOWK 3310, Practice with Individuals. Applications must be received no later than February 15<sup>th</sup>.

Students state their preferences in EXXAT, and the Field Director attempts to arrange placements accordingly, unless learning needs can be met better in a different setting. After completing their self-profile in EXXAT students send the self-profile to The Director of BSW Field Education through EXXAT. The Director of BSW Field Education then reaches out to the student for a professional meeting to discuss the field process and placement options. Field placements are finalized during the semester preceding the term that students will be taking field experience.

Students requesting a field internship at their place of employment must complete the Employment-Based Internship Proposal form. This form is available from the field office and must be submitted to that office. The form must contain the signatures of the designated agency personnel. The field office will review the form and decide as to whether the proposed internship meets the requirements for consideration. Students may be asked to present their employment-based proposal to the BSW Program Committee and respond to faculty questions and concerns. Discussions with faculty, the student, and agency personnel, including the proposed field instructor may be required.

- Every student is required to pay a fee (approximately \$12.00, this varies each semester) which covers liability insurance. Students must purchase liability insurance through the Department of Social Work by August 1<sup>st</sup> of the year they will be in their internship placement, regardless of carrying their own personal coverage. E Pay your ETSU Professional Liability Insurance Here: [Social Work Student Liability Insurance-Field \(etsu.edu\)](https://www.etsu.edu/social-work/student-liability-insurance-field) Be sure to select BSW.

Academic credit is not granted for non-academic life experience or previous work experience. Accordingly, there is no provision to modify or abbreviate the Field Internship requirements based on prior life/work experience.

More detailed information about field education can be found on the website [Field Education \(etsu.edu\)](https://www.etsu.edu/field-education) which also has the BSW Field Education Manual. You will be sent several emails in the fall of your junior year with more details about this process.

# University Policies

## Intra-or Inter-University Transfer Students and Transfer Credit

Transfer students include those who transfer into social work from another ETSU major by filling out a change of major form, as well as those who transfer to ETSU from another institution, including community colleges. Transfer students from other institutions must indicate social work as their major in their ETSU admission materials to become social work majors.

ETSU students who want to change their major to social work must set up an appointment with their advisor who will complete the change of major form and provide the initial advisement. Students transferring from other institutions meet with the assigned academic college advisor for the college they will be transferring into.

The social work program attempts to ensure that students do not repeat required social work courses content by reviewing, on a course-by-course basis, coursework taken at other institutions. Social work course equivalency for courses completed in programs that are not accredited by the Council on Social Work Education is limited to our program's three introductory courses: SOWK 1010, Introduction to Social Work; SOWK 1020, Professional Values and Ethics; and SOWK 1030, Cultural Diversity.

Credit may be granted for additional social work courses taken from an accredited social work program. These are evaluated on a course-by-course basis to determine if they are suitable substitutions. Students who believe they have taken a class that would satisfy our requirement should contact the BSW Program Director with the following information: the name of the course, where it was taken, and in what semester. The student should also provide a syllabus for that course for evaluation.

Students wishing transfer credit for social work courses must submit to their faculty advisor and the BSW Program Director course descriptions, course syllabi, textbook titles, and other pertinent information for faculty review. Students will be notified of transfer credit decisions for social work courses and any such approvals will be noted on the student's degree plan.

## The BSW as a Dual or Second Degree

Students who are currently enrolled in a degree program and want to simultaneously earn a BSW degree are NOT double majors. Instead, they are candidates for two degrees and must fulfill the requirements for both to graduate.

Students who apply to ETSU for a second degree in social work, after having completed a bachelor-level degree previously, will have their first degree's transcripts reviewed during ETSU's admission process to determine coursework that must be completed for the second degree in social work. Students with first bachelor's degrees from regionally accredited institutions seeking a second degree from ETSU will be considered to have met all general education requirements. Regionally accredited institutions include those accredited by the Southern Association of



Colleges and Schools (SACS) and include educational institutions in Virginia, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Alabama, Texas, and of course Tennessee.

We are now offering a dual degree; BA in Anthropology and our own BSW degree and a BS in Psychology and our own BSW degree. Please speak with your advisor if you are interested in these dual degrees.

## Academic Fresh Start

Academic Fresh Start is a plan of academic forgiveness for students who attended college, performed poorly, dropped out, and are returning at least four (4) years later. The GPA of students who return to college following approval for Academic Fresh Start is calculated based only on coursework completed after Academic Fresh Start was granted. Eligibility requirements for Academic Fresh Start include:

- You must have completed no more than 60 credit hours, including remedial and developmental courses
- A period of no less than 4 years (48 months) must have elapsed since last attending a higher education institution
- You must apply prior to re-enrollment or any time prior to the completion of 15 semester hours of credits after re-enrollment.
- You must have never been granted academic forgiveness previously

## University Grading Policy

### Policy Purpose

This policy specifies the institution's undergraduate grading scale, calculation of grade point averages, and requirements for the assignment of grades.

### Policy Statement

Each instructor determines the individual grade components and percentage value in the calculation of the Final Course Grade (FCG). Instructors are required to report an FCG for every student in the system designated by the registrar at the conclusion of the term. FCGs are used in the calculation of grade point averages.

### Undergraduate Grading Scale and Associated Quality Points

ETSU uses the grading scale below in the calculation of grade point averages. The associated quality points are used in the calculation of grade point averages.

Grade	Quality Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0
FN	0.0

Undergraduate Grading Policy: [Undergraduate Grading Policy \(etsu.edu\)](https://etsu.edu/undergraduate-grading-policy)

### Course Loads and Overloads

Full-time undergraduate students must be enrolled for a minimum of 12 credit hours. The maximum course load per semester is 19 credit hours unless permission for an overload is approved. Students on academic probation may not enroll for more than 13 credit hours, including audits, except by approval of the student’s advisor and the dean of the College of Clinical and Rehabilitative Health Sciences.

Students who have completed 45 semester hours with a cumulative GPA of 3.0 may be approved for a load of up to 21 semester hours. Graduating seniors who do not have grade point average deficiencies may be approved to enroll for up to 21 semester hours to complete graduation requirements during that semester and overload is approved. Petitions for a course overload are found in Appendix G.

During the summer sessions, students may take up to 17 credit hours: 3 during pre-session and 7 during each of the Summer I and Summer II sessions.

### Senior Year and Preparing for Graduation

Students, as well as their advisors, carry responsibility for ensuring that graduation requirements are met.

Undergraduate students should apply to graduate two semesters prior to the expected graduation date. Students must complete the graduation application. The graduation application along with other information relating to graduation can be found here: [Apply to Graduate \(etsu.edu\)](https://etsu.edu/apply-to-graduate).

# Student-Related Organizations and Activities

## Student Social Worker Association

The purpose of the student organization is to promote interest in social work and social work issues through association with other interested students and alumni; to support supplemental educational experiences for students; to act as advocates for students in academic and administrative matters by serving on departmental or university-wide committees; to provide opportunities for leadership experience, and to promote social interaction among the membership. Students also initiate projects to help needy persons in the local community.

The student organization is funded through membership dues and fund-raising projects. The four officers of the association (who must have been an active member the previous academic semester, have a minimum of one year remaining on campus as a student and be in good standing with the Department of Social Work) are: president, vice president, secretary, and treasurer. The officers are elected every two years or annually (if necessary due to officers graduating) during the spring semester by the membership of the organization.

## Phi Alpha Honor Society

Phi Alpha Honor Society is a social work student organization that has a three-fold purpose: (1) recognize scholastic achievement; (2) further the goals of social welfare; and (3) stimulate interest in careers in social work. Membership is available to social work majors who meet membership requirements. Students who meet these requirements will be invited to become members of ETSU's Nu Chapter of Phi Alpha.

The International office of Phi Alpha is located at ETSU in the Department of Social Work. The ETSU social work faculty serves as the International Executive Council.

## Student Participation on Committees

In addition to the opportunities for active participation through the student association, standing committees in the department include student representation. Also, departmental faculty meetings, which are held several times each semester, are open to officers of the student association or their designees. (Only one student representative has a vote.) Student representatives on committees will be selected according to procedures developed by the Student Social Workers Association (SSWA). Representatives may not be present when individual students or student problems are discussed.

The following are the committees for which BSW student representatives are needed:

- BSW Program Committee
- Field Committee
- Search Committee(s)

# Social Work Student Rights and Responsibilities

## Students Rights and Responsibilities

<b>Student Rights</b>	<b>Student Responsibilities</b>
1. Students have a right to an advisor to guide their educational experience both academically and professionally.	1. Students have a responsibility to make and keep scheduled advising appointments or to notify the advisor when it is not possible to keep appointments, as well as a responsibility to come to advising sessions prepared.
2. Students have a right to have access to relevant university and program policies and procedures in planning their course of study and graduation.	2. Students have a responsibility to stay informed of university and program policies and procedures by making use of hard copy and online materials.
3. Students have a right to be treated with respect throughout the program.	3. Students have a responsibility to treat faculty, staff, agency personnel, and peers with respect throughout the program.
4. Students have a right to a timely graduation date when they adhere to university and program policies.	4. Students have the responsibility to engage in the planning of their course of study by familiarizing themselves with all program information provided to them, including the BSW Student Handbook, the ETSU undergraduate catalog, and programmatic and institutional online information.
5. Students have a right to fair and impartial assessment of their performance throughout the program.	5. Students have a responsibility to attend all class sessions, to come prepared, and to engage fully in the learning process.
6. When registered with the Office of Disabilities, students with disabilities that would impact their performance have a right to reasonable accommodations to provide an opportunity for success.	6. Students have a responsibility to inform appropriate social work faculty, staff, or agency personnel of anything that would negatively impact their performance or standing in the social work program.

7. Students have a right to transparent criteria for assessment of their performance throughout the program.	7. Students have a responsibility to clarify their personal values while going through the program and to reconcile values, attitudes, and beliefs that are incompatible with social work values and ethics.
8. Students have a right to participate in programmatic policy-making decisions as representatives on appropriate departmental committees.	8. Students have a responsibility to adhere to program deadlines for admission and entry to the field, as well as for submission of assignments in the classroom and graduation documents.
9. Students have a right to organize in their own interest by, for example, becoming members of the Student Social Work Association (SSWA).	

## Additional Information on Student's Rights and Responsibilities

### Advisement

Advisement, both academic and professional, is essential in social work education. Therefore, advisement is required of all social work majors every semester throughout their period of study.

Academic advisement is designed to enable students to schedule general education core requirements, as well as major requirements, in a logical learning sequence. The advisor will guide the student in determining the number of credit hours per semester that is the most appropriate to each student's individual needs. Students will see their advisors each semester to register for courses.

Students must make an appointment with their advisors at least once each semester before registering for courses for the following term. Any subsequent changes in registration (drop/add) should be discussed with and approved by the student's advisor.

Students who do not follow the advisement policy and consequently take courses out of sequence or are in any way out of compliance with pre/co-requisite requirements may be dropped administratively from specific social work courses for which they have not completed prerequisites. Although students are required to seek academic advisement at least once per semester, faculty advisors are available for advisement related to professional and other issues as needed, and students are encouraged to make use of this advisement.

Professional advisement is designed to: (1) enable students to determine their suitability for the social work profession; (2) advise students of changing employment patterns and career opportunities in social work, including information about specific job vacancies and civil service examinations; (3) provide guidance and information on the possibilities of graduate study in social work; (4) help students resolve problems in completing their requirements to graduate with a social work degree; and (5) review with students the nature of and choices for field experience.

### Class Attendance

Class attendance is a contract between faculty and students. Each faculty member within the department has the right to set a maximum number of absences (including absences due to university activities and illnesses) permitted during an academic semester. Attendance requirements, as well as penalties for failing to meet these requirements, are included in each course syllabus.

### Course Expectations

In all social work courses, at the beginning of each semester, the student will be provided a course syllabus that outlines the course of study, textbooks to be used, and course objectives. Students will also be provided a grading scale and a written description of criteria for evaluating student performance and on which the course grade will be based. The criteria will include the number of exams, any required papers, outside readings, class presentations, type of participation required and a listing of appropriate dates and deadlines.

### Make-up Exams

Make-up examinations will be given at the discretion of the individual instructor. Each instructor is responsible for determining the legitimacy of a reason for missing a scheduled exam, as well as the time, place, and nature of the makeup examination.

### Incomplete Grades

An incomplete grade indicates that a student was passing the course at the end of the semester, but due to circumstances beyond the student's control was unable to complete course requirements. It also indicates that the student received consent from the instructor to complete the work for which an "I" grade was given. The "I" grade is not used to allow a student to do additional work to raise a deficient grade or to repeat the course.

Following consultation with the student, the instructor will determine the date by which the incomplete shall be removed. In no case will that date exceed one calendar year or the time of graduation, whichever is earlier. After this period, the incomplete grade automatically becomes an "F" and is recorded on the cumulative record.

In all cases, the student and faculty member must fill out a contract for removal of the incomplete.



# Complaints, Grievances, and Appeals Procedures

## Complaints, Grievances, and Appeals

Appeals typically are related to grades and admissions decisions. Students file grievances and complaints when they believe that they have been treated unjustly or inequitably in any academic situation, including field instruction. Grievances and complaints might include improper treatment by faculty, adjunct faculty, field instructors, or staff of the Department of Social Work, or any form of discrimination or harassment.

The BSW Program's policy aligns with ETSU's "Grade Appeal Process" and "Student Complaint Policy and Procedure" outlined in the ETSU Policies and Procedures: [East Tennessee State University - Acalog ACMS™ \(etsu.edu\)](https://www.etsu.edu/academic-affairs/academic-procedures).

The following procedures are applicable for a student with a complaint, grievance, or appeal:

When a concern occurs, the student is encouraged to discuss it with the person(s) involved, appropriate faculty member or administrator. Often a resolution or an answer can be attained informally.

If the matter is not resolved after discussion with the person(s) involved, the student should contact the BSW Program Director to initiate an official complaint, grievance, or appeal to the BSW Program Committee within 10 working days of the initiating event. If the complaint, grievance, or appeal is against the BSW Program Director, the student should contact the Department Chair to initiate the process.

Chaired by the designated BSW Program Director, the BSW Program Committee must have no less than a quorum of full time BSW faculty to act on the student's petition. In such instances, the Department Chair, if a member of the BSW Committee, will not take part in the committee's deliberations unless the complaint, grievance, or appeal is against the BSW Program Director. If the complaint, grievance, or appeal is against the BSW Program Director, the Department Chair will chair the BSW Program Committee. The student petition should include the relevant facts surrounding the complaint, grievance, or appeal and the nature of the action the student requests the committee to take to resolve the problem. The committee will then take the following steps:

Gather all relevant information, including written and oral statements, from the student, the person alleged to have caused the complaint, grievance, or appeal, and any other appropriate persons. Oral statements will be summarized in writing as part of the committee's report.

Within 10 days of hearing the appeal or grievance, The BSW Program Director (or Department Chair, as appropriate) will provide the student with a written report that states the committee's findings and provides a recommendation for action.

The BSW Program Director (or Department Chair, as appropriate) takes administrative action based on the committee's recommendation.

The student, if not satisfied with the BSW Program Committee's recommendation, has the right to submit a written appeal, within 10 working days of receipt of the BSW Committee report, to the Department Chair, if the chair was not involved in the decision of the BSW Program Committee. If the Department Chair was involved in the decision, the student submits the written appeal to the Dean of the College of Clinical and Rehabilitative Health Sciences within 10 working days of receipt of the BSW Committee's report and decision. The BSW Committee will provide the dean with a copy of the BSW Committee report. The student's written appeal should provide all relevant information.

See the ETSU Policies and Procedures: [East Tennessee State University - Acalog ACMS™ \(etsu.edu\)](http://www.etsu.edu).

# Scholarships

## Scholarships

### Michael G. Johnston Academic Scholarship

Application deadline: March 15

Open to students in the Social Work program. Strong academic performance, a desire to stay in the area after graduation, and students who are in-state or live in a bordering county will be given priority. Financial need will be considered. Award will be split between 2, \$500 installments, covering the 2 semesters of the academic year.

### Paul Bashea Williams Scholarship

Application deadline: March 15

The Paul Bashea Williams Scholarship is designed to provide the educational benefits of a diverse student body to the entire university. These benefits include cross-cultural understanding, helping break down racial stereotypes, enabling students to better understand people of different races, preparing students for entry into a diverse workforce and society, cultivating leaders with legitimacy in the eyes of the citizenry, and promoting a robust exchange of ideas. For this scholarship, race-neutral alternatives do not suffice.

The scholarship will be awarded once a year to a student enrolled in the ETSU Bachelors or Masters in Social Work program. Recipient must have a minimum GPA of 3.0. Recipient will receive mentoring from Paul Williams, as arranged by the Department.

### Michael Phillips Memorial Scholarship

Application deadline: March 15

This scholarship was established by Michael's father, family, and friends to honor Michael's career in social work. It is open to all social work students who are graduates of Unicoi County High School.

### Davis Murphy Scholarship

Application deadline: March 15th

Barbara Murphy Brooks, in honor of her parents, Rush W. and Celma Davis Murphy, has generously set up a fund for the ETSU Department of Social Work to award four annual scholarships to students.

### Jim Wahlberg Dean's Scholarship

Application deadline: December 1<sup>st</sup>

Dr. Patty Gibbs-Wahlberg, a former BSW Program Director at ETSU, in cooperation with the Association of Baccalaureate Social Work Program Directors (BPD), established a student scholar award in honor of her late husband, Dr. Jim Wahlberg, the former MSW Program Director at ETSU who gave longstanding service to and leadership in social work and social work education at local, regional, and national levels before his untimely death in 1999.

The award includes round trip airfare to the BPD annual spring conference so the recipient can present his or her essay on Social Justice, Equality, and Empowerment. The award recipient also receives a one-night hotel stay at the conference, a \$250 honorarium, and recognition with a plaque at the Annual Recognition Luncheon held during the conference.

In addition to the scholar award to present the essay, the recipient is eligible for a full scholarship to pursue the master's degree in social work at the University of Michigan School of Social Work. To be chosen for this award is a prestigious honor, as well as an opportunity for full funding to pursue an MSW degree. Additional information and applications are available on the BPD website.

### Ellyn Lancaster Scholarship

Application Deadline: February 15th

This scholarship was established in 2013 to assist non-traditional aged "women in transition" to pursue a Bachelors of Social Work (BSW) or a Masters of Social Work (MSW)

Scholarship Amount: \$2,400 one-time award for one year

Eligibility Requirements:

- Residency Requirement: Washington County, Greene County, or Sullivan County
- Education Requirement: Returning adult student: high school graduate, GED recipient, or current college student
- Field of Study: Bachelor of Social Work (BSW) or Masters of Social Work (MSW)
- GPA Minimum: Not applicable
- College/Enrollment Requirement: Full-time enrollment at East Tennessee State University pursuing a Bachelor of Social Work (BSW) or Masters of Social Work (MSW) degree.
- Must demonstrate financial need

Application and more information: Through East Tennessee Foundation at [www.etf.org/scholarships](http://www.etf.org/scholarships)

### Patty Gibbs-Wahlberg Scholarship

Application Deadline: May 31st

Patty Gibbs-Wahlberg Scholarship recognizes student scholarship, service and leadership. Awards of \$3,000, \$2,000, and \$1,000 are presented each year. The first-place winner receives an all-expenses-paid trip to present her or his work during the Student Session of the Association of Baccalaureate Program Directors conference held each Spring.

Scholarship Amount: Awards of \$3,000, \$2,000, and \$1,000 are presented each year.

Requirements:

- Scholarship
- Leadership
- Service
- Career Plans
- Must be a Phi Alpha member to apply

This scholarship is sponsored by Phi Alpha National Honor Society; more information regarding the scholarship and application process can be found on their website.

[Barbara G. Kirkpatrick Scholarship](#)

Application Deadline: February 15th

Established to assist single parent students pursuing a degree at East Tennessee State University.

Scholarship Amount: \$2,400 award, over two semesters

Eligibility Requirements:

- Resident of "25 county service area" per East Tennessee Foundation or Bristol, TN/VA
- GPA of 2.5 or more
- Full-time enrollment
- Financial Need
- Single Parent
- U.S. Citizen

Application and more information: Through East Tennessee Foundation at [www.etf.org/scholarships](http://www.etf.org/scholarships).

[ETSU Scholarship Office](#)

More information can be found here: [Financial Aid & Scholarships \(etsu.edu\)](#).

[Department of Social Work- Scholarships](#)

Most up to date information can be found here: [Scholarships \(etsu.edu\)](#).

# Appendices



## APPENDIX A

### Appeals Process

The student has the right to appeal the committee's decision. Consistent with university policies, the procedure for filing student complaints governed by this program policy is as follows:

#### Step 1:

To submit a complaint a student must complete the official Student Complaint Form in the university catalog and send it via email attachment, within ten working days of the date of the initiating event, to the department chair most directly involved (if the complaint is directed against the chair, it should be referred to the dean of the college or next level administrator). The department chair will attempt to determine the validity of the complaint, and in the case of a valid complaint, seek resolution, including administrative action. They will communicate his or her decision on the Student Complaint Form and make every effort to do so within ten working days from the conclusion of this process.

#### Step 2:

If a student wishes to appeal the decision made in Step 1, They must submit the Student Complaint Appeal Form A in the university catalog and the completed Student Complaint Form via email attachments to the appropriate dean within ten working days from the date of the decision. Undergraduate students submit the materials to the dean of the college where the issue(s) arose. In the case of a complaint involving a director, the student submits materials to the next level administrator.

The student will be invited to discuss the complaint with that individual, who will attempt to determine the validity of the complaint and, in the case of a valid complaint, seek resolution, including possible administrative action. They will communicate his or her decision on Student Complaint Appeal Form A and make every effort to inform the student within ten working days of the conclusion of the appeal.

#### Step 3:

If the student believes that They has not been afforded due process, the student must submit Student Complaint Appeal Form B in the university catalog together with Student Complaint Appeal Form A and the Student Complaint Form via email attachments to the vice president of the university division in which the complaint occurred within ten working days from the date of the decision. The vice president will make the final determination about the matter and communicate his or her decision on Student Complaint Appeal Form B and make every reasonable effort to submit his or her decision to the student within ten working days from the conclusion of this appeal. The determination will include reasons for the decision and direct a remedy, if any, to the student complaint.

## Documentation

A record of all complaints and their resolution will be documented at each level of the review process by the appropriate administrator.

*Performance Review Policy Adopted by Social Work Department: November 2004*

*Revised by the BSW Program: August 2017*

*Appeal Process revised July 2011 for consistency with the March 2009 ETSU Complaint Policy and Appeals Process.*

*Revised Fall 2017 for consistency with ETSU's websites.*

## APPENDIX B

### Four-Year Course Sequencing and Suggested Schedule for Social Work Majors

<b>Freshman Year (28-31 Credits)</b>	
Fall	Spring
SOWK 1010 - Introduction to Social Work	SOWK 1020 - Professional Values and Ethics
ENGL 1010 – Foundations in Writing	ENGL – Written Communication & Critical Thinking
SOCI 1020 - Introduction to Sociology	Compass Core Class – Critical Thinking
RHSC 1100 – Surviving the Zombie Apocalypse: An Interprofessional Approach	PSCY 1310 – Introduction to Psychology
CSCI 1100/1150 – Using Information Technology or Proficiency exam*	BIOL 1010 - Biology for Non-majors I BIOL 1011 - Biology for Non-majors Lab <b>or</b> BIOL 1020 - Biology for Non-majors II BIOL 1021 - Biology for Non-majors Lab II <b>or</b> BIOL 1110 - Biology for Science Majors Lecture I BIOL 1111 - Biology for Science Majors Lab I <b>or</b> HSCI 2010 - Anatomy and Physiology I HSCI 2011 - Anatomy and Physiology Lab
Fall Total: 12-15 Credits	Spring Total: 16 Credits
<b>Sophomore Year (31 Credits)</b>	
Fall	Spring
HIST 2010 - The United States to 1877 or Compass Core Class – History	HIST 2020 - The United States since 1877 or Compass Core Class – History or Humanities
Compass Core Class – Humanities	Compass Core Class – Cultivate Artistic Awareness
EDFN 2310 - Developmental Psychology	Free Elective Class
PSCI 1120 - Introduction to American Government	SOWK 1030 - Cultural Diversity
MATH 1530 - Probability and Statistics	Oral Communication Class
Fall Total: 15 Credits	Spring Total: 16 Credits
<b>Junior Year (30 Credits)</b>	
Fall	Spring
SOWK 3000 – Human Behavior/Social Environment	SOWK 3310 - Practice with Individuals
SOWK 3210 – Social Work Research	SOWK 3430 - Social Welfare Policy and Services
SOWK 3300 – Interviewing and Recording Skills	Advisor Approved Elective Class
Advisor Approved Elective Class	Free Elective Class

Free Elective Class	Free Elective Class
Fall Total: 15 Credits	Spring Total: 15 Credits
<b>Senior Year (27 Credits)</b>	
Fall	Spring
SOWK 4340 - Practice with Families & Groups (3 credits)	SOWK 4330 - Practice with Organizations & Communities (3 credits)
SOWK 4451- Field Education Practicum I (4 credits)	SOWK 4452 - Field Education Practicum II (4 credits)
SOWK 4454 - Field Education Seminar I (2 credits)	SOWK 4455 - Field Education Seminar II (2 credits)
Free Elective Class	Free Elective Class
Free Elective Class	Free Elective Class
Fall Total: 15 Credits	Spring Total: 16 Credits

## APPENDIX C

### Two-Year Course Sequencing and Suggested Schedule for Social Work Majors

Transfer Students at Cohort Location- Main Campus

<b>The plan below assumes that the following courses are taken PRIOR to start of cohort program.</b>	
SOWK 1010 - Introduction to Social Work	
PSYC 1310 - Introduction to Psychology	
SOC 1020 - Introduction to Sociology	
MATH 1530 - Probability and Statistics	
EDFN 2310 - Developmental Psychology	
PSCI 1120 - American Government	
CSCI 1100/1150 - Using Information Technology or Proficiency Exam*	
One of the following human biology courses (BIOL1010/11, 1020/21, 1110/11 or HSCI 2010/11)	
<b>Junior Year</b>	
Fall	Spring
SOWK 1020 - Professional Values and Ethics	SOWK 3310 - Practice with Individuals
SOWK 1030 - Cultural Diversity	SOWK 3430 - Social Welfare Policy and Services
SOWK 3000 – Human Behavior/Social Environment	Approved Advisor Elective Class
SOWK 3210 – Social Work Research	Free Elective Class
SOWK 3300 – Interviewing and Recording Skills	Free Elective Class
Fall Total: 15 Credits	Spring Total: 15 Credits
<b>Senior Year</b>	
Fall	Spring
SOWK 4340- Practice with Families & Groups	SOWK 4330- Practice with Organizations & Communities
SOWK 4451- Field Education Practicum I	SOWK 4452- Field Education Practicum II
SOWK 4454- Field Education Seminar I	SOWK 4455- Field Education Seminar II
Approved Advisor Elective Class	Free Elective Class
Free Elective Class	Free Elective Class
	Free Elective Class (As Needed)
Fall Total: 15 Credits	Spring Total: 15 Credits

## APPENDIX D

### Faculty Cares Report

#### ETSU Department of Social Work

#### BSW Program

#### Faculty Cares Report

**The purpose of this form is to identify and bring awareness to initial concerns faculty raise regarding observed student behavior(s). We value you as a student. This process is designed to ensure students have the resources they need and a plan for action in order to be successful in the BSW Program.**

Date \_\_\_\_\_

Student name \_\_\_\_\_ E# \_\_\_\_\_

Faculty member raising concern \_\_\_\_\_ In what course?  
\_\_\_\_\_

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 them in under "Other".

The faculty member 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.

Severity Rating:

1 = Minor evidence of concern: Behavior has been observed infrequently or is only minorly 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

AREAS OF CONCERN	1	2	3
Absent from or tardy to class or leaves class 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.)			
Minor disruptive behaviors in class (for 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, etc.)			
Work performance does not meet minimal requirements or expectations; work turned in incomplete or late; unprepared for class			
Inappropriate comments in class; too much personal sharing, often inappropriately; acts out self-interest in most situations; egocentric			
Immaturity in behavior; lack of self-awareness			
Boundary issues			
Poor coping skills			
Personal problems and issues interfere with learning and performance			
<b>OTHER CONCERN(S) NOT LISTED</b>			

Short narrative that further elaborates concern(s):

Plan for Corrective Action:

Student Response:

These concerns were discussed with the student, and the student was provided a copy of this document.

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty signature \_\_\_\_\_ Date \_\_\_\_\_



## APPENDIX E

### Behaviors Incompatible with Social Work or Impeding Academic Performance

#### ETSU Department of Social Work

#### BSW Program

#### Behaviors Incompatible with Social Work

**The purpose of this form is to identify and bring awareness to student behaviors that are inconsistent with the professional principals and standards of social work. This process is designed to ensure students have the resources they need and a plan for action in order to be successful in the BSW Program. If these concerns are significantly disruptive or not appropriately addressed by the student, an Academic Performance Review may be required.**

Date \_\_\_\_\_

Student name \_\_\_\_\_ E# \_\_\_\_\_

Faculty member raising concern \_\_\_\_\_ In what course?  
\_\_\_\_\_

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 them in under "Other".

The faculty member 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 permanent file. The faculty member raising the concern will present this information to the BSW Program Committee.

Severity Rating:

1 = Minor evidence of concern: Behavior has been observed infrequently or is only minorly 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

<b>AREAS OF CONCERN</b>	<b>1</b>	<b>2</b>	<b>3</b>
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			
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 religious beliefs 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; ethnocentric in viewpoints			
Inability to work in groups.; does not carry fair load in the group; lack of collaborative skills in working with others			
Cannot take control of or manage life and/or learning			
Work performance does not meet minimal requirements or expectations; work turned in incomplete or late; unprepared for class– significantly impacting overall performance			
Inappropriate comments in class; too much personal sharing, often inappropriately; acts out self-interest in most situations; egocentric – significantly impacting overall performance			
Immaturity in behavior; general 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			
Personal problems and issues interfere with learning and performance – significantly impacting ability to be successful			
Issues associated with field practicum (tardiness, absences, non-professional behavior, ethics violations, boundary issues, etc.) – significantly impacting ability to be successful			
<b>OTHER CONCERN(S) NOT LISTED</b>			

Short narrative that further elaborates concern(s):

Plan for Corrective Action:

Student Response:

These concerns were discussed with the student, and the student was provided a copy of this document.

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty signature \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX F

### BSW Admission Application

If you have questions about admission into the social work program, schedule an interview with your faculty advisor before submitting your application. Students are not permitted to enter the social work practice coursework (SOWK 3310, 4330, 4340) or field placement until they are formally accepted into the program. Students should apply to the program in the semester following completion of SOWK 1010, 1020, and 1030.

### Explanation of Academic Standards for Admission to the Program

Expectations for academic performance in social work, as a professional program, are more comprehensive than is true in other programs that are strictly “academic” in nature. Therefore, the social work program’s academic standards include those that are of a cognitive, skill, and scholastic nature, as well as those that are affective and professional in nature. These academic standards in combination are seen as primary indicators of professional readiness for practice in the field of social work. Therefore, social work students are expected to behave in a manner that is consistent with the values and requirements of the profession of social work in their three primary roles in the program: as learners, as students in a professional program, and as future professional helpers.

As learners, students must demonstrate personal integrity in meeting the objectives of the social work program and in fulfilling all program requirements. Such behavior includes respectful, nondisruptive, and nondiscriminatory behavior towards peers, clients, faculty, staff, field instructors, and in other collegial relationships. If prejudices and other judgmental attitudes present themselves as a result of individual socialization, the student may remain in the program as long as s/he demonstrates a willingness to examine personal biases and makes continuing efforts to validate diversity and grow toward professionalism.

Students in a professional program are expected to demonstrate potential for adherence to ethical expectations and obligations as contained in the NASW Code of Ethics and as otherwise understood and operationalized by the practice community. Further, students must possess the emotional and mental stability that would facilitate sound judgment and performance in the program and in the field of social work. According to the NASW Code of Ethics, personal problems, psychosocial distress, substance abuse, and mental health difficulties are viewed as potentially interfering forces in relation to professional judgment and performance.

As future professional social workers students must be able to demonstrate interpersonal skills that would support the ability to form and to sustain effective helping relationships. Although the ultimate test of a student’s interpersonal skills is in relationship to clients, inability to interact effectively and appropriately with faculty, staff, peers, field instructors, and in other collegial relationships may raise serious questions about the student’s suitability for professional social work.

## Application Explanation

Students will complete and submit an online application by 11:59 PM on October 1st.

Applications must include the required documents to be uploaded:

Your application must include the following:

- Online Application Form
- Personal Statement (uploaded to application form as attached document)
- Documentation of 60 hours of service activity (uploaded to application form as attached document)
- Certificate received for attendance at a BSW Student Orientation (uploaded to application form as attached document)
- Acknowledgement of Requirements for Clinical and Professional Experiences Form

Applications that are incomplete will NOT be reviewed. Applications that are not turned in on time will NOT be reviewed, and the student will have to reapply during the next admissions cycle for entry to the program a semester later (which means enrollment in the practice courses is not possible). If the Admissions Committee has questions about your application, you may be contacted for an interview.

There are three possible outcomes for admission:

- Full Acceptance into the BSW Program
- Conditional Acceptance into the BSW Program, where conditions must be satisfied by the end of the junior year, fall semester
- Admissions Denied, due to failure of satisfying all admissions criteria

Once the committee has reached its decision, the student is notified in writing, and reasons or conditions for the committee's actions are explained. Any student not satisfied with the committee's decision can appeal the decision. The appeal must be made within 30 days of the date on the notification letter.

## Personal Statement Essay Guidelines

Use the following outline to write an essay and include the essay when you submit your application. Essays must be typed, double spaced, and on 8 ½ x 11 paper. A header is to be placed on each page with your last name and the page number in the top, right header area of the page. The completed essay is to be 900-1200 words total. Use the underlined words as headings in your essay.

Briefly summarize your personal background, including (at your discretion) your family background, significant life experiences, special interests, achievements, etc. (Please limit to 1-2 paragraphs)

Describe your human service and, if completed, social justice experience, both paid and volunteer. Identify your personal strengths or assets you brought to this experience. What did

you gain from the experience? Were there any concerns you had about the experience? (Be sure to attach the documentation of your 60 hours to your application.)

Describe what you consider to be one of the most pressing social problems that concerns you. What have you learned from your social work courses about this problem? Describe how you could address this problem as a social worker.

Based upon your self-assessment, address the following areas of professional development. Identify at least three personal attributes that might detract from your ability to be a professional social worker and your plan for strengthening these areas (be specific). Identify at least three personal characteristics and strengths that contribute to your ability to be a professional social worker.

What are your immediate and long term professional and educational goals?

Additional Information. Please add any other information you believe is relevant to this application, which would support your application, or which you think is important for the Admission Committee to consider, including any special needs, experiences, concerns, requests, and so on.

## APPENDIX G

### Social Work Human Service and Social Justice Activity Form

#### **SOCIAL WORK HUMAN SERVICE AND SOCIAL JUSTICE ACTIVITY FORM**

#### **Certificate of Completion and Assessment of Performance**

Working in a helping capacity is considered very beneficial to students who want to pursue a social work degree, and therefore, the undergraduate social work program at ETSU requires students to complete a minimum of 60 hours of human service and social justice activities as part of admission to the social work major. This experience is designed to give each student an opportunity to engage in face-to-face helping activities that will allow him or her to determine if s/he is well suited for a career in social work; as well as provide students the opportunity to gain understanding about social justice efforts (macro level social work).

Given the spirit and intent of the requirement (which can be paid or volunteer), activities are generally precluded that do not involve either face-to-face helping interactions or observation of helping interactions carried out by social workers—such as stuffing envelopes, being a lifeguard at a pool, and other activities that do not involve working directly with people in a helping capacity. Other more appropriate experiences might include being a camp counselor or playground counselor, working with the elderly in a nursing home, tutoring children, being a Big Brother or Big Sister, and so on. Although teaching Bible school, for example, would not count since this program is not preparation for seminary, church activities that include going into communities and doing face-to-face helping are acceptable. Up to 15 hours will be granted for “shadowing” a social worker and up to 30 for working a crisis hotline. Otherwise, activities must be face-to-face helping.

Of the 60-hour requirement student are encouraged to complete social justice hours, a maximum of 30 hours will be accepted. Examples of this would be joining a committee and helping with organizing social justice related activities such as the Women’s March, Black Lives Matter rallies, or other events that align with social works core values of social justice as stated in the code of ethics, “Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.”

The 60-hour requirement is not intended to limit students to a single experience in a single setting; multiple experiences in multiple settings are accepted, as long as a total of 60 hours is completed. All activities need to have been completed after high school graduation.

**When you decide on your activity, fill out this form below and have it approved by your Faculty Advisor to ensure that your activity is acceptable.**

Student’s name \_\_\_\_\_ Student Phone # \_\_\_\_\_

Name of agency or organization \_\_\_\_\_

Name of Supervisor with Job Title/Credentials \_\_\_\_\_

Agency address \_\_\_\_\_

Agency phone number \_\_\_\_\_

**Planned Number of hours to be completed** \_\_\_\_\_

**Inclusive dates of volunteer activity** \_\_\_\_\_

**Faculty Advisor's Signature** \_\_\_\_\_

A brief description of my face-to-face activities that meet the program's requirements are (attach additional page, if more room is needed):

**Assessment of Performance**

Behavior was consistent with ethical standards required of someone who helps others.

Always      Usually      Seldom      Never      Cannot assess

Student complied with agency policies, procedures, and expectations.

Always      Usually      Seldom      Never      Cannot assess

Student was punctual, responsible, and dependable.

Always      Usually      Seldom      Never      Cannot assess

Student upheld the principle of client confidentiality.

Always      Usually      Seldom      Never      Cannot assess

Student was able to effectively engage the recipients of services.

Always      Usually      Seldom      Never      Cannot assess

Respectful and effective interpersonal skills were demonstrated with clients, agency personnel, and others involved in the helping efforts.

Always      Usually      Seldom      Never      Cannot assess

Students were able to accept and to work productively and nonjudgmentally with others whose background, beliefs, values, etc. may have been different from the student's own.

Always      Usually      Seldom      Never      Cannot assess

Student made appropriate use of supervision and responded to constructive feedback.

Always      Usually      Seldom      Never      Cannot assess

Please add additional comments that will help us to determine the student's capacity for a career in social work.

Please indicate the total number of hours completed by this student on the approved activities listed on page 1.

\_\_\_\_\_

Supervisor's name (printed) \_\_\_\_\_

Supervisor's signature \_\_\_\_\_



**NOTE TO STUDENT:** Please hold onto this form after you have completed your hours and submit it as part of your admission application during the semester you are taking HBSE.