

Social Work Program Student Handbook Trevecca Nazarene University

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Social Work Program

Mission Statement

The mission of the Social Work Program at Trevecca Nazarene University is to provide an integrated, generalist social work education based on Christian values. Our program promotes rigorous scholarship and deep personal growth for students in preparation for lives of leadership and service. The social work program intends that its graduates be persons who are developing holistically in the cognitive, emotional, physical, social, and spiritual areas of being. As the program seeks to integrate faith and learning in social work practice, students will strive to uphold the core social work values, which include service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

Program Goals

The broad goals of the Social Work Program are to prepare students for beginning generalist social work practice and for graduate study. These goals may be expressed as follows:

- a. Be competent in the knowledge base of the discipline of social work
- b. Demonstrate competency in skills for beginning social work practice
- c. Be prepared for beginning level social work practice or graduate studies in social work
- d. Demonstrate commitment to the basic values and ethics that shape social work practice from a Christian perspective
- e. Recognize and appreciate cultural and social diversity including patterns and consequences of discrimination and oppression

Specifically, the program aims for each graduate to fulfill each of the following **core competencies and practice behaviors** based on CSWE (Council on Social Work Education) 2015 EPAs.

Competency 1: Demonstrate Ethical and Professional Behavior

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

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

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

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

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

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical
- frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges
- within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Generalist Social Work Practice Defined

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

professional practice. BSW practice incorporates all of the core competencies. (CSWE 2015 EPAS Handbook – Education Policy 2.0)

Non-Discrimination

The Social Work Program at Trevecca Nazarene University assures that no person shall be denied admission or be otherwise subjected to discrimination by the program on grounds of age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, or tribal sovereign status (CSWE 2015 EPAS Handbook – Education Policy 3.0), or any other classification protected by Federal, Tennessee State constitutional, or statutory law. The program will comply with all federal and state laws described above, including all state and federal non-discrimination laws and their associated regulations to the extent that they are applicable to Trevecca Nazarene University.

Social Work Program Admission

Admission Requirements

Requirements for formal admission to the Social Work Program are as follows:

- a. Identified potential and suitability for the social work profession as determined by the social work faculty, references, and interview conversation. Indicators for potential and suitability are:
 - **academic performance** including consistent class attendance and meeting deadlines,
 - **professional skills** (listed on page 12 of this manual),
 - **relationship skills** including the ability to non-judgmentally relate to people with complex challenges (ability to relate well to faculty and other students is taken into consideration for this),
 - **emotional regulation** including the ability to progress toward the growth necessary for self-awareness in social work practice, and
 - **values** consistent with the standards of the social work program and the university)
- b. Successful completion of 30 semester hours including SWK 1200, PSY 2175, SWK 2300, SOC 2010, PSY 2010, (each with a C- or better). If a student has not completed all courses at the time of application, they can still apply and then full admission will be considered upon completion of the courses.
- c. A minimum overall GPA of 2.2.
- d. Agreement to abide by the Social Work Program policies as described in the social work student handbook and the NASW Code of Ethics.
- e. Interview by a minimum of two social work faculty.
- f. Be in “good standing” with the University as determined by the student development office.

Applying for the Social Work Program

Each spring, the Program Director's office will send out an email inviting those students who have completed 30 semester hours including SWK 1200, PSY 2175, SWK 2300, SOC 2010, and PSY 2010 (each with a C- or better) to apply for acceptance into the Social Work Program. The admission process involves an application and interview. Students can access their application and forms in the Appendices of this Student Handbook (which students can access on the TNU Social Work webpage).

Students must complete the application form (*Appendix A*), write an essay, gather all required documents, and solicit two references to complete a Reference Form (*Appendix B*) (one academic reference (cannot be a full-time social work faculty member at TNU) and one personal reference (cannot be a peer). All forms must be submitted to the Program Director no less than 72 hours before the student's program admission interview. Interviews with the Social Work Program faculty will be conducted in person and will be scheduled during the spring semester prior to spring advising.

Conditional Acceptance

During the interviews, students share with the Social Work Program faculty about their desire to be a social work major, strengths and personality, growth areas, social work interests, and future career goals. The faculty provide immediate feedback on areas of strength and improvement along with suggestions for continued growth. If a student is determined to have fallen below any of the criteria established for granting final acceptance into the program, a contingency plan is established with the student. The contingency plan may include:

- a. Completing additional coursework if the GPA is too low.
- b. Completing counseling to resolve personal issues that are interfering with the ability to effectively communicate and relate interpersonally with others.
- c. Additional items based on student's needs.
- d. Completing required courses for admission.

After the interview, the Program Director and the Field Director will meet together to discuss the interview, review the admission materials, discuss observations and recommendations, and make a decision regarding admission. Students are informed in writing, through campus mail or U.S. mail, of one of the following:

- a. Full admission to the BSSW major
- b. Provisional admission with the specific conditions identified in the letter to the student. Progress will be reviewed by the Program Director each semester until full admission is achieved. Students cannot be admitted to pursue Senior Field Practicum until full admission is achieved.
- c. Denial of admission with specific reason identified in a letter to the student as per BSSW academic admission criteria.

If students are not satisfied with their denial into the major, they may appeal the decision (by email, phone, campus mail, or U.S. mail) within two weeks of receipt of notification of their denial by requesting a meeting with the BSSW Director. The reason for the appeal must be specified clearly in a typewritten letter submitted by email, campus mail, U.S. mail, or given to the Program Director in person at the meeting. The meeting time will be established, ideally within 2 weeks of the request for meeting. The Program Director will make a decision and submit the decision to the student within two weeks after their meeting. After meeting with the Program Director and receiving notification of the Program Director's decision, if the student is still not satisfied with the decision, then the student can appeal (within two weeks of receiving the Program Director's decision) in writing by email, campus mail, or U.S. mail to the Chair of the Department of Social and Behavioral Sciences, clearly stating their reasons for the appeal. The Chair will respond within two weeks of the appeal letter and the Chair's decision is final.

Continuance in the Social Work Program is not guaranteed. Students must maintain an acceptable level of performance according to community, academic, and professional social work standards. Reviews of student performance are held prior to Senior Field Practicum and prior to graduation, or other times as required by circumstances. Probationary status or dismissal may be assigned to students not meeting program criteria.

Termination from the Social Work major

Because the students are working toward a professional generalist degree in social work, students' academic progress and professional development is monitored during advising of each semester. Social work faculty and the Registrar notify the BSSW Director of their academic and professionalism concerns about students. The following are academic and non-academic concerns which could result in eventual dismissal from the BSSW major and students may be considered for termination from the Social Work Program if they:

- a. Have an overall grade point average below 2.2. They must have no less than a C- in any course required for the social work major
- b. Fail to maintain high standards of professional conduct as explained in the program handbook and admission criteria. This includes poor class attendance, tardiness to class, and inappropriate class behavior
- c. Violate the NASW Code of Ethics
- d. Exhibit emotional instability and/or cannot manage personal challenges, which significantly impede successful completion of program objectives and learning goals
- e. Demonstrate academic dishonesty
- f. Display inadequate interpersonal relationship skills and boundaries needed for a helping profession
- g. Fail to maintain status of "good standing" with the University.

No student will be denied the opportunity to major in social work without efforts first being made to assist the student toward their professional goal, however, the social work profession

is not appropriate for everyone who wants to pursue it, and the program has an obligation to monitor its students' readiness for the field.

The BSSW Program uses the following procedure for responding to academic and non-academic concerns:

- a. Concern with any of the criteria listed above will be a signal to the student's advisor that the student is in need of assistance. The advisor will meet with the student to discuss the concern.
- b. If conditions do not improve after a specified and agreed upon period of time, two social work faculty members will meet with the student to discuss the concerns again and establish a remedial plan. The remedial plan must clearly specify a beginning and ending time for the needed changes to take place.
- c. After the specified time, if the remedial plan has not worked, upon discussion with the social work faculty member working with the student, the BSSW Director may approve a recommendation to place the student on probation with specific areas needing improvement identified to the student by the social work faculty in writing. Beginning and ending probationary times will be clearly specified.
- d. If a student does not agree this course of action, they will need to follow the grievance procedures for "Academic Grievance Policy for Classes in Process" on p. 12 of Student Handbook. Within 15 days of being given the remedial plan/probationary terms, the student should appeal to the Social Work Program's Department Chair in writing requesting a review of the Program Director's decision.
- e. Students failing to make adequate progress will be notified by the social work faculty that they either will not be accepted into the major or their former acceptance has been denied and they are terminated from the Program.

A student terminated from the BSSW Program can reapply for admission to the program following two semesters of withdrawal. Re-admittance can be approved if the student can demonstrate that issues that resulted in their dismissal have been resolved. The BSSW Director has overall responsibility for insuring this policy is enacted. The student will submit to the BSSW Director a newly completed application and a written request to be admitted to the Social Work Program. The BSSW Director will notify the student of their acceptance or denial of readmission into the Program within two weeks of the student's written request. The written request must be typed and a hard copy submitted to the Social Work Program Director.

Students who are not in agreement with the program's re-admittance denial decision may appeal the decision by requesting a meeting with the BSSW Director. During the face-to-face meeting, the student will be invited to verbalize the reasons why they should be readmitted to the Social Work Program and why they disagree with the BSSW Director's denial. The student may then prepare a typed, hard copy of their appeal, which should be submitted within two weeks of the meeting with the director to the Dean of the School of Arts and Sciences. The Dean must respond to the student's appeal within two weeks of receiving a typed, hard copy of the appeal. The appeal must clearly state why they believe they should be readmitted to the

Social Work Program and why they feel the refusal was not justified. The decision of the Dean is final. Dismissal from the major does not equate with dismissal from the University.

Advising

Each student at Trevecca has an academic advisor. Students who have declared a social work major will be assigned one of the social work faculty as their advisor. After admission to the program, advising time will be utilized for both academic and professional advising. Each fall and spring semester students must meet with their advisor during “pre-registration” for the next semester, which is announced campus-wide. At their advisor’s invitation, students schedule an appointment to discuss academic progress, professional goals, and next semester’s schedule. Advisors are also available other times by appointment. Advising assists in determining a student’s suitability for social work, their academic plan including a minor, assistance in resolving barriers to academic/professional goals, exploration of interests for field experiences, graduate school options, and career information.

Transfer Credits

Students who wish to transfer credits from other social work programs must meet the following criteria:

- a. Transfer credits must be from a CSWE accredited program or, if from an unaccredited program, student must present a course syllabi to their social work academic advisor. The advisor will initially determine if the course meets the criteria for a required course in Trevecca’s program based on whether it addresses comparable competencies and practice behaviors. If the desired transfer course competencies and practice behaviors are deemed comparable, the student must complete the necessary course substitution forms and deliver them to the BSSW Program Director to be sent to Academic records. It is the student’s responsibility to complete the transfer credit discernment process. Note: Senior Field Practicum and Senior Seminar credits cannot be transferred into the Trevecca Program and must both be taken at Trevecca through the Social Work Program.
- b. Have the approval of the Social Work Program Director.
- c. Meet the transfer admission requirements of Trevecca.

Life Experience or Previous Work Experience

The TNU BSSW program does not grant credit for social work courses for either life experience or previous work experience.

Practicum/Community Experience Opportunities

Social work students at TNU engage in two practicums during their undergraduate coursework. First, students participate in a community-based learning experience (pre-practicum) through the SWK 2250 Introduction to Community Practice course early in their social work studies. This

course with simultaneous placement introduces students to the reality of social work in the community, professional roles and ethics, and the day-to-day operations of an agency. This experience assists students in determining their career direction. Application for placement for Introduction to Community Practice can be found in *Appendix C* of this manual.

Second, Social work majors complete a capstone practicum course: SWK 4400 Senior Field Practicum (400 clock hours) with a simultaneous Seminar course. This field experience enables students to integrate classroom learning with hands-on experience. Students interview and are placed at a broad range of private and public placement sites, including child welfare agencies, elder care organizations, mental/physical health services, substance abuse programs, family service agencies, criminal justice agencies, domestic violence agencies, public schools, and public social services.

Students have opportunities in other courses to observe and engage in the community and are encouraged to get involved in volunteer work or campus ministries to gain further experience.

Senior Field Practicum Admission

SWK 4400 Senior field practicum (9 credit hours) is taken in the spring of the student's final year, concurrently with SWK 4450 Senior Seminar in Social Work (3 credit hours), which meets once a week for three hours. The placement requires 400 clock hours in a social work agency.

Field placements are determined the spring of the junior year under the direction of the BSSW Field Director. Students and the Director collaborate to find a placement that meets the program criteria and students' optimal learning opportunities and goals. Details for this process are described in the **BSSW Field Education Manual**, which should be picked up by students in the Social Work offices in the **spring of their junior year**.

The following are the criteria for admission to Senior Field Practicum:

- a. Complete all social work courses with C- or above
- b. Minimum cumulative GPA of 2.2
- c. Complete application for Senior Field Practicum, available from the program office (see *Appendix D* of this manual)
- d. Interview with the BSSW Field Director
- e. Have full admission to the Social Work Program including removal of any conditions stipulated by the Social Work Program prior to, upon, or after admission to the Social Work Program
- f. Satisfactory evaluation from SWK 2250 Introduction to Community Practice
- g. Attendance at mandatory Junior Field Workshop (spring of Junior Year).

Comprehensive Senior Exam

As a part of SWK 4450 Senior Seminar, which is taken simultaneously with Senior Field Practicum, students will take the comprehensive Social Work Area Concentration Achievement Test (ACAT). This test is utilized to evaluate program outcomes and improve areas of the curriculum.

The National Association of Social Workers Code of Ethics

Students are expected to be informed about and abide by the NASW Code of Ethics in coursework and fieldwork. Students can access the current NASW Code of Ethics [here](#).

Professional Skills

Students are expected to abide by the professional skills listed below during their time in the Trevecca social work program.

Cognitive and Behavioral Skills to be Demonstrated	Communication Skills to be Demonstrated
Abide by the policies and procedures of the Social Work Department and the field placement facilities (i.e.: minimum GPA, attendance)	Establish professional, empathic, trusting relationships with diverse populations
Adhere to the NASW Code of Ethics	Express own ideas, opinions, and feelings clearly and respectfully even when they differ from others'
Adjust to changing situations and uncertainty in an academic and clinical environment	Listen actively in order to receive and interpret oral communication
Calmly respond to situations which may be physically, emotionally, or intellectually stressful	Consult and collaborate with peers, faculty, social work practitioners and other members of the community and embrace humility and openness
Honor the dignity and worth of all races, ethnicities, nationalities, abilities genders/gender orientations, sexual orientations, religions, and ages and actively seek to uncover biases, prejudices, and discrimination	Use professional, clear, and when necessary creative communication (oral and written); mindful of the intended audience.
Accurately observe, gather and report verbal and written data in a timely manner	Communicate clearly and audibly during interactions with classmates, faculty, clients and field supervisors
Demonstrate computer literacy at a level sufficient for word processing and treatment documentation	Demonstrate interpersonal skills needed for productive classroom discussion, respectful interaction with classmates, faculty, staff, and development of appropriate client/worker relationships
Display values of caring, empathy, and responsiveness to the needs of clients and communities	Work effectively with people outside of the social work major and profession who are also in a helping role as a member of an interdisciplinary team
Demonstrate professional behavior in all areas including classroom behavior, professional presentations, and field interactions	Accept constructive feedback and implement changes based on that feedback demonstrating a growth mindset
Accurately self-assess performance, strengths and opportunities for growth	Be mindful of values and ethics on social media use. Consult with practicum agency's social media policy before posting anything about practicum. Be mindful of likes, clicks, and posts that could appear counter to values of the profession.

Academic and Community Codes of Conduct

Students are expected to abide by the academic and community codes of conduct as outlined in the University catalog and student handbook (available on the TNU4U page or through the University website). These policies address issues like substance usage, sexual harassment, and academic honesty. Students are responsible to be informed of these policies on their own. These documents also address due process and appeals procedures.

Academic Rights and Responsibilities/Grievance Procedures

The Social Work Program also adheres to the University's academic rights and responsibilities for students as outlined in the University catalog. These include Academic Grievance Policy for Classes in Process, Final Grade Appeal Policy and Procedures, and Class Attendance. Each social work course will provide a syllabus with additional course requirements, attendance policies, and grading criteria. If a student has a concern about being treated unjustly, inequitably, or improperly in any academic situation, they should follow the below grievance procedures. In addition, the student should inform the Social Work Program Director in writing if they are appealing to the department chair.

Academic Grievance Policy for Classes in Process

Students with grievances or problems with the way a particular course is conducted and/or how their grades are being assigned should submit their concerns in writing to their professor. If the professor's solution is not satisfactory, students may appeal to the professor's Department Chair in writing for a review of the professor's decision. If the Department Chair's solution is not satisfactory, students may appeal to the Department Chair's school dean for a final resolution. If a chair is the professor, the line of appeal would be to the School Dean and to the Provost. If the professor is a dean, then the appeal would be to the Provost.

If a final grade for the course has already been submitted to the Office of Academic Records, the Final Grade Appeal Policy procedure described below should be followed.

Final Grade Appeal Policy and Procedures

Trevecca Nazarene University recognizes a student's right to appeal decisions and practices that affect his or her academic status without fear of punishment or unfair treatment. A student can expect the University to deal with a final course grade appeal sincerely, objectively, within a reasonable time frame, and as appropriate, in confidence. Appeals will be heard when the student alleges that an arbitrary, capricious, or prejudiced evaluation or a mechanical error has occurred. The purpose of the appeal process is to treat all parties fairly and to alert all parties to the appeal procedure. During the appeal, the burden of proof is on the student, except in the case of alleged academic dishonesty, in which case the professor must support the accusation. The student may have an advisor or friend present during all meetings with faculty, administrators, and/or committees;

he or she may counsel the student but may not speak for the student during the meetings. The grade appealed shall remain in effect until the appeal process is completed, or the problem is resolved.

Order of Appeal

Should a student feel there is concrete reason to appeal a course grade, these procedures should be followed sequentially:

- a. The University supports and encourages responsive and respectful dialogue between faculty and students when there is a disagreement about a final course grade. Whatever the nature of the grade appeal, the student must make an effort to discuss the matter with the faculty member first. In order to begin the appeal process, students must initiate a complaint to the faculty member in writing or via e-mail within 15 calendar days of the posting of a final grade. The faculty member will provide a written response within 15 calendar days of receiving the letter or e-mail from the student.
- b. If the student is not satisfied with the faculty member's response or lack of response, the student shall contact the person designated in the table as the second level of appeal (either the Program Director or Department Chair) within 30 calendar days of the posting of a final grade. The contact needs to be in writing. Upon receipt of the written appeal, the Program Director or Department Chair will communicate with the student within 30 calendar days to attempt to resolve the issue.
- c. If after the meeting with the Program Director or Department Chair, the student is still not satisfied with the decision, the student may choose to file an appeal to the school dean in which the course under appeal is housed. This appeal must be in writing within 15 calendar days of the previous contact with the Program Director or Department Chair. The dean will contact the student within 15 calendar days of receiving the appeal in an attempt to resolve the issue. The dean may elect to include or consult with others in evaluating the appeal. The decision of the dean is final.

The student may elect to discontinue the appeal process at any level.

The failure of the student to proceed from one level of the appeal procedure to the next level within the prescribed time limits shall be deemed to be an acceptance of the decision previously rendered. All further considerations and proceedings regarding that particular appeal will cease at that point. Under unusual circumstances, deadlines may be extended.

Class Attendance

Regular class attendance is expected of all students. Each professor includes his or her attendance policy in the class syllabus at the beginning of each semester. Absences for any reason may be taken into account in the evaluation of a student's work. Per TNU Attendance Policy, the total number of excused and unexcused absences for a student cannot exceed 20% of the total class time. More than 20% excused and/or unexcused absences can result in disenrollment from the course without credit and the possibility of a grade penalty of F.

Academic Resources

The Center for Leadership, Calling, and Service on campus provides a number of academic and support services for students. These include personal counseling services. Students are encouraged to make use of these services to enhance their academic, personal, and professional development, which contributes to their likely success as a social worker.

Student Participation

Students are encouraged to keep active with events hosted by the Social Work Department, Phi Alpha, and the Social Work Club. Activities range from volunteer opportunities, academic growth, graduate school opportunities, social events, and awareness of social work issues.

Students are also encouraged to help develop and improve the Social Work program at TNU. Students can share their voice through annual Director meetings (for ex. Donuts with Directors) and course evaluations. Additionally, two students will be selected each year to serve on the Social Work Advisory Council.

Social Work Advisory Council

The purpose of the Social Work Advisory Council is to provide guidance and assistance in program mission, goals, curriculum, program development, field experience, recruitment and job opportunities. The Advisory Council, comprised of current students, faculty, alumni, and local social work leaders will offer feedback in regards to ways that Trevecca's social work program can establish a presence in the city of Nashville, while helping the program stay abreast of changing trends and needs within the community. It is also a primary mechanism for students to have input into the program in order to represent students' interests and concerns. The Social Work Advisory Council meets once each fall and spring semester.

Phi Alpha Honor Society

Trevecca has a chapter of the Phi Alpha Honor Society and students are invited to be a part of this organization through academic scores. The purposes of Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. To learn more about the organization go to www.phialpha.org and/or contact the Social Work Program.

Proposed Four Year Plan for Social Work Majors

FRESHMAN YEAR

Has	Needs	Semester One	Has	Needs	Semester Two
		ENG 1020 English Composition (3)			SOC 2010 General Sociology (3)
		PSY 2010 General Psychology (3)			ENG 1080 Crit. Rdg. Writing & Thinking (3)
		REL 2000 Intro to Biblical Faith (3)			SWK 1200 Intro to Social Work (3)
		COM 1010 Speech Communications (3)			MAT 1040 Concepts of Math (3)
		INT 1100 Life Calling & Purpose (3)			PSY 2175 Human Growth & Development (3)
Total: 15 hours			Total: 15 hours		

SOPHOMORE YEAR

Has	Needs	Semester Three	Has	Needs	Semester Four
		HIS 1400 World Civ. I or II (3)			BUS 2010 Financial Stewardship (2)
		SCI 1500 Life Science (3)			PHL 2010 Intro to Philosophy (3)
		ENG 2000 World Literature (3)			SWK 2200 Working with Individuals (3)
		SWK 2300 Human Beh. & Soc Environ. (3)			COM 2020 Princ. of Intercultural Comm. (2)
		SWK 2250 Intro to Community Practice (3)			HPE 1500 Intro to Health & Wellness (2)
					MUS 1500 Fine Arts (3)
Total: 15 hours			Total: 15 hours		

JUNIOR YEAR

Has	Needs	Semester Five	Has	Needs	Semester Six
		SOC 2300 Social Science Stats (3)			SWK 3000 Research Methods in Social Wk (3)
		SWK 3350 Human Diversity (3)			REL 4000 Christian Life & Ministry (3)
		SWK 3200 Working With Groups (3)			SWK 3500 Social Welfare Policy (3)
		SCI 2600 Issues in Science (3)			SWK 4250 Working with Family Systems (3)
		REL 3000 Christian Tradition (3)			Elective/Minor (3)
					Elective/Minor (3)
Total: 15 hours			Total: 18 hours		

SENIOR YEAR

Has	Needs	Semester Seven	Has	Needs	Semester Eight
		SWK 4200 Working with Communities & Organizations (3)			SWK 4400 Senior Field Practicum (9)
		Elective/Minor (3)			SWK 4450 Senior Seminar in Social Work (3)
		Elective/Minor (3)			
		Elective/Minor (3)			
		Elective/Minor (3)			
Total: 15 hours			Total: 12 hours		

Total Plan of Study - 120 hours

Social Work Minor Requirements (18 hours)

- SWK 1200 Introduction to Social Work (3)
- SWK 2250 Introduction to Community Practice (3)
- SWK 2300 Human Behavior and the Social Environment (3)
- SWK 3350 Human Diversity (3)

Choose two of the following:

- SWK 2200 Working with Individuals (3)
- SWK 3200 Working with Groups (3)
- SWK 4200 Working with Communities and Organizations (3)
- SWK 4250 Working with Family Systems (3)

Social Work Curriculum

SWK 1200—Introduction to Social Work (3)

This course offers an introduction to the field of social work and its mission of social justice and equity at the micro (individual), mezzo (group), and macro (community and organization) levels of society. Students will explore the history, key theories, and diverse work of the profession with consistent focus on often oppressed and marginalized communities. Throughout this course, students will discover the core values, ethics, personal skills, and characteristics required of social work practitioners.

SOC 2010—General Sociology (3)

The nature and functions of sociology, the development of social ideas and institutions and the processes of social interactions and social structure.

PSY 2175—Human Growth and Development (3)

A survey of development from conception throughout the life span.

SWK 2200—Working with Individuals (3)

This course is the first in a series of three core practice classes aimed at implementing the theories, models, and interventions of social work in micro (individual), mezzo (group), and macro (community and organization) contexts. This course focuses on best practices for working with individuals. Because this course requires demonstration of skills developed in core social work curriculum, this course is only available to social work majors and minors.

SWK 2250—Introduction to Community Practice (3)

During this first community placement of two in the Social Work curriculum, students participate in at least 60 hours over the course of the semester at a local social welfare agency. Concurrently, students take a one-hour per week seminar that develops students' professional identities while fusing knowledge and practice in social work. Students will arrange their placement during the semester preceding their placement. This course should not be taken later than the fall of junior year.

SWK 2300—Human Behavior and the Social Environment (3)

This course deeply engages person-in-environment and social systems theories. Through reading, dialogue, lecture, group work, self-reflection, interviews, and case studies, students will study the impact that family, community, group affiliation, and organizational involvement have on a human's behavior, as well as how a person's layered identity impacts their own behaviors and society's behaviors toward them.

SOC 2300—Social Science Statistics (3)

Introduction to descriptive and inferential statistics with social science research applications. Sampling issues; describing data with measures of central tendencies and dispersion; hypothesis testing using categorical and continuous indicators; multivariate techniques for continuous, categorical, and time dependent data, including T-test, ANOVA and nonparametric tests. SPSS will also be introduced

SWK 3000—Research Methods in Social Work (3)

This course introduces the practical uses of research in social work practice including skill building, client empowerment, practice evaluation, program evaluation, and needs assessments. Students will identify how to consume and conduct ethical research, mindful of inclusive, client-centered practices. Through reading, dialogue, and practice, students will demonstrate understanding of literature reviews, quantitative and qualitative research design and measurement, data collection, data analyses, and research reporting.

SWK 3200—Working with Groups (3)

This course is the second in a series of three core practice classes aimed at implementing the theories, models, and interventions of social work in micro (individual), mezzo (group), and macro (community and organization) contexts. This course focuses on best practices for working with groups. Because this course requires demonstration of skills developed in core social work curriculum, this course is only available to social work majors and minors.

SWK 3350—Human Diversity (3)

This course is designed to increase students' awareness, knowledge, and understanding of diversity, human rights, and social and economic justice through exploring culture, socialization, power, oppression, privilege, and identity. Students will analyze individual and systemic forces that operate in society to oppress, marginalize, and impact the life experience of groups of humans. During this semester, students will engage in a substantial amount of self-reflection about their own identities while having the opportunity to listen and learn from others' stories.

SWK 3500—Social Welfare Policy (3)

This course surveys the broad impact of U.S. social welfare policy on a national, state, local, and individual level; deeply considering the intersection of policy and social work practice. Throughout the semester, students will study the history of social welfare policy, apply a problem-focused analysis of current social welfare policies and programs, and formulate their own ideas for future policy changes and improvements.

SWK 4200—Working with Communities and Organizations (3)

This course is the third in a series of three core practice classes aimed at implementing the theories, models, and interventions of social work in micro (individual), mezzo (group), and macro (community and organization) contexts. This course focuses on best practices for working with communities and organizations. Because this course requires demonstration of skills developed in core social work curriculum, this course is only available to social work majors and minors.

SWK 4250—Working with Family Systems (3)

This course examines family structure and interaction; emphasizing a family systems theoretical perspective. Through class discussions, readings, case studies, and deep self-exploration, students will investigate traditional and alternative family life cycles, family health, and family disruption.

SWK 4300— Special Topics in Social Work (3)

This course is designed to provide topics of interest and currently relevant and that are not normally part of the curriculum. These are elective courses that may be offered on a one-time basis or irregularly. Topics will come from the field of social work, but may be relevant to criminal justice, psychology, sociology, and others.

SWK 4330—Directed Study in Social Work (1-3)

Individualized study, which provides opportunity for social work majors to pursue research and other interests not available in regular course work.

SWK 4400—Senior Field Practicum (9)

This 400-hour senior field practicum is supervised by a faculty liaison and an agency-based field instructor with a Master's of Social Work (MSW) degree. Students arrange their practicum with the agency the April before their practicum begins. This course is for senior social work majors *only* who have completed all of their required social work courses.

SWK 4450—Senior Seminar in Social Work (3)

This seminar, taken concurrently with SWK 4400 (Senior Field Practicum) enables students to synthesize practice skills acquired in the field with theories, knowledge, and values learned in the classroom. This course is for senior social work majors *only* who have completed all of their required social work courses.

Faculty and Staff

Allison M. Buzard, MSW

Social Work Program Director & Assistant Professor of Social Work

BASW – Asbury University, 2005

MSW/Certificate in Nonprofit Administration – Saint Louis University, 2011

Elizabeth Nunley, LCSW

Social Work Field Director & Assistant Professor of Social Work

BSSW - Union University, 2005

MSSW - University of Tennessee, 2007

Leslie R. Lindecker

Administrative Assistant

BS - University of Alabama, 1978

APPLICATION TO TREVECCA NAZARENE UNIVERSITY'S SOCIAL WORK PROGRAM (Appendix A)

INSTRUCTIONS

Students must email their completed form with attachments to the BSSW Program Director no less than 3 business days before their interview. References should email/mail their forms separately. Students will receive written notice of their acceptance/denial into the program following the interview period.

I have completed/attached the following items in my email to the BSSW Program Director:

- _____ **Application** (*Appendix A* of this manual)
- _____ **Resume** (one page)
- _____ A copy of my **Myers-Briggs inventory** (taken during freshman year or upon transfer)
- _____ A copy of my **Strengths Finder inventory** (taken during freshman year or upon transfer)
- _____ A **one-page essay** detailing your reasons for wanting a career in social work. In your essay, please discuss the influences, life experiences, personality, strengths, and beliefs you possess that will shape your professional helping career. Please sign and date the bottom of your essay.

In addition to the items above, you must secure **two references** who can speak to your potential as a future Social Worker. References must complete the reference form (*Appendix B* of this manual) and return it to the BSSW Program Director. Students should recruit one faculty reference (cannot be a full-time TNU Social Work faculty member) and one personal reference (not a peer). Student must indicate if they waive the right to review reference sheets and sign the form before giving it to their references.

Name _____ **Student ID#** _____
 (Last) (First) (Middle or maiden)

School Year Address _____ **Cell Phone** _____

Home Address (if different from above) _____

Minor/2nd Major _____ **Email** _____

INDICATE COURSES TAKEN (T) OR ENROLLED (E) AND GRADE RECEIVED:

_____ SWK 1200	_____ SOC 2010	_____ SWK 2200
_____ PSY 2175	_____ PSY 2010	_____ SWK 2300

_____ **Cumulative GPA**

ACADEMIC HISTORY:

List all colleges and/or universities attended:

College/University	Location	Dates	Hrs/Degree Completed
_____	_____	_____	_____
_____	_____	_____	_____

I have read the contents of the BSSW Student Handbook and am familiar with the academic criteria and standards expected for the major. Therefore, I hereby authorize the release of any information deemed necessary for the consideration of this request for admission into the BSSW Program. I agree to abide by the NASW Code of Ethics and all Social Work Program policies as stated in the Social Work Student Handbook

_____	_____
Student's Signature	Date

FOR THE SOCIAL WORK DEPARTMENT (BSSW Program):

Date Student Notified _____

Date of Department Action _____

Decisions: (indicated by check mark)

_____ Full Approval

_____ Provisional Approval (see comments below)

_____ Approval Denied (see comments below)

BSSW Director's Signature _____

Comments:

Trevecca Nazarene University Social Work Program Admission Reference Form (Appendix B)

_____ is applying for formal admission to the undergraduate social work major at Trevecca Nazarene University and believes you can offer reference information about their preparedness to enter the helping profession as a social worker. Please complete this two page reference form

Name: _____ Position/Organization: _____

How long have you known the applicant? _____ In what capacity? _____

Based on your relationship/interactions with the student, please rate the student's professional characteristics with an "x" and add additional comments below

Student Characteristics	Excellent	Good	Fair	Poor	Unknown
Student displays professional values and behaviors					
<i>Comments/Examples:</i>					
Student displays ethical decision-making skills					
<i>Comments/Examples:</i>					
Student authentically and effectively engages people who are different from them (race, ethnicity, nationality, religion, age, gender/gender identity, sexual orientation, and or ability)					
<i>Comments/Examples:</i>					
Student utilizes solid research to come to conclusions and inform social work practice and does not rely solely on personal opinion, gut instincts, and popular opinion					
<i>Comments/Examples:</i>					
Student displays advocacy skills					
<i>Comments/Examples:</i>					
Student is able to communicate effectively with a wide range of people					
<i>Comments/Examples:</i>					
Student is present, punctual, prepared, & participatory in classes and or work					
<i>Comments/Examples:</i>					

SOCIAL WORK PROGRAM // TREVECCA NAZARENE UNIVERSITY // 333 Murfreesboro Rd., Nashville, TN 37210

Please share any additional comments about the applicant's potential for success in an undergraduate social work program and beyond as a helping professional

Please share any additional comments about the applicant's potential challenges in an undergraduate social work program and beyond as a helping professional

Signature _____ Date _____

Phone _____

Email _____

Please return this form to: BSSW Program Director: Allison Buzard

Email: ambuzard@trevecca.edu //Campus mail Department of Social/Behavioral Sciences – Social Work //

US Postal Mail: 333 Murfreesboro Rd. Nashville, TN 37210

Student, please complete this section before giving this form to your reference:

I hereby ___ waive ___ do not waive my legal right to review this recommendation.

Date _____ Student Signature _____

Social Work Program
Trevecca Nazarene University
Introduction to Community Practice Placement Application (Appendix C)

Date _____ Phone: (Cell) _____

Name _____ Major _____ Minor _____

Local Address/Box _____

Email _____

Identify any special considerations you need for your placement (ex: physical conditions, transportation, schedule).

Rank preferences for population groups and fields of practice for potential agency placement and career interests (1=best, 2=next best, etc., for each column)

Population Groups

- ___ Children*
- ___ Adolescents
- ___ Adults
- ___ Elderly
- ___ Women or Men (circle)
- ___ Families
- ___ Other _____

Fields of Practice

- ___ Health
- ___ Mental Health
- ___ Corrections
- ___ Alcohol/Drug Abuse
- ___ Domestic Violence
- ___ Poverty
- ___ Child Abuse/Neglect
- ___ Other _____

Please list the specific names of agencies where you would prefer to be placed for Intro to Community Practice.

- 1.
- 2.
- 3.

Describe any human service related experience you have had.

If you have a career/ministry goal, please describe.

*Sites with children may require a background check. Sometimes the site pays, but sometimes students pay.

Return application by email or to Professor Nunley's box (1st floor of Tidwell).

Trevecca Nazarene University
Social Work Program Senior Field Practicum Placement Application (Appendix D)

Date _____ Date of Birth _____ Phone (Cell) _____

Name _____

Local Address _____

Email _____

Identify any special considerations you need for your placement (ex: physical conditions, transportation, schedule, child care): _____

Check preferred location of field agency:

Nashville/Davidson County Other City/County _____

Rank preferences for population groups and fields of practice for potential agency placement and career interests (1=best, 2=next best, etc., for each column)

Population Groups

- ___ Children
- ___ Adolescents
- ___ Adults
- ___ Elderly
- ___ Women
- ___ Men
- ___ Families

Fields of Practice

- ___ Health/Medical
- ___ Mental Health
- ___ Corrections
- ___ Alcohol/Drug Abuse
- ___ Domestic Violence
- ___ Poverty
- ___ Child Abuse/Neglect
- ___ Other _____

Please list the specific names of agencies where you would prefer to be placed for Senior Field Practicum.

1. _____
2. _____
3. _____

**The Social Work Program will use this information to try and arrange the best placement for you.*

Describe any human service related experience, including Intro to Comm. Practice pre-practicum.

Please describe your career goal.

*Sites may require a background check. Sometimes the site pays, but sometimes students pay.

(Completed by Social Work Office)

___ Cum GPA (2.2+)

___ Full admission to SW program

___ Interview

___ Intro to Community Practice evaluation satisfactory