



School
of
Social Work

Student Handbook

Bachelor of Arts Degree in Social Work

School of Social Work
University of Memphis
226 McCord Hall
Memphis, TN 38152

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Preface

This Student Handbook for pre-social work and social work majors has been prepared to provide an overview of the undergraduate social work program at the University of Memphis. The information is offered to help you, the student, determine if social work - as a major and as a career option - matches well with your understanding of yourself and your long-term goals. The manual also serves as a guide as you progress through the social work major. We welcome you to the School of Social Work and wish you a meaningful experience in our program and with the profession of social work.

Program Context

Historical Background

The baccalaureate social work program at the University of Memphis was organized in 1968. It was initially accredited in 1974 and has enjoyed accredited status since that time. Early educational efforts focused on preparing baccalaureate level social workers for employment in public social service agencies, particularly the Tennessee Department of Human Services. Over the years, agencies and programs that employ entry-level professionals have expanded to include, not only public agencies, but also nonprofit and for-profit agencies and programs. Hence, the School of Social Work has developed working relationships with a variety of public, quasi-public, and private agencies and programs that provide a variety of services to diverse client systems. The main goal of the baccalaureate social work program is to prepare students for entry-level generalist practice. A secondary goal is to provide a strong foundation for students who wish to pursue social work education at the graduate level. The program offers the Bachelor of Arts Degree in Social Work. Administratively, the social work program is a part of the College of Arts and Sciences and is affiliated with the School of Urban Affairs and Public Policy (SUAPP). The program also works closely with the Tennessee Department of Children's Services (DCS) in offering a Title IV-E component that prepares students for employment with DCS.

Mission / The University of Memphis

The University of Memphis is a learner-centered metropolitan research university providing high quality educational experiences while pursuing new knowledge through research, artistic expression, and interdisciplinary and engaged scholarship. A doctoral degree-granting urban research university, The University of Memphis is committed to excellence in undergraduate, graduate, and professional education; in the discovery and dissemination of knowledge; in service to the metropolitan community, the state, and the nation; and in preparation of a diverse student population for successful careers and meaningful participation in a global society. The University of Memphis remains committed to the education of a non-racially identifiable student body and promotes diversity and access without regard to race, gender, religion, national origin, age, disability, or veteran status.

Mission / College of Arts and Sciences

The School of Social Work at the University of Memphis is part of the College of Arts and Sciences. The College of Arts and Sciences is the largest college in the University of Memphis, comprising 24 academic units, the ROTC, and multiple research centers, including two Centers of Excellence. Providing over a quarter-million credit hours of instruction annually, the College of Arts and Sciences offers a comprehensive liberal arts curriculum to equip its students in pursuing rich personal and professional lives. It is dedicated to providing educational opportunities that broaden student knowledge within the major areas of human study, in-depth understanding of at least one area of inquiry, and the skills and abilities necessary for a lifetime of learning, career success, and participatory citizenship. The College provides quality undergraduate and graduate education by training students to think critically about their course of study, themselves, and the world around them. Through programs of basic and applied research, the College's faculty and students increase knowledge and address the complex issues, local and global, facing all citizens.

Mission Statement / School of Social Work

The School of Social Work seeks to be a leader in social work education by preparing students with cutting-edge social work skills necessary to practice in complex settings; creating knowledge through research and engaged scholarship; reducing poverty, inequality, and social and economic injustice through evidence-based practices; and addressing the needs of the Mid-South within a global perspective.

Commitment to Diversity and Social Justice / School of Social Work

A primary focus of the Bachelor of Arts program in Social Work is to enhance human well-being and help to meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. This mission is consistent with the values of the social work profession in that all aspects of the program are committed to enhancing service to vulnerable populations while promoting social justice. The program is committed to developing student knowledge, values, and skills essential to competent social work practice, the importance of human relationships, the dignity and worth of all persons and integrity throughout all aspects of professional practice.

Mission / B.A. Program in Social Work

The mission of the Bachelor of Arts degree in social work is to prepare students for entrance into the profession of social work as beginning level generalist practitioners. Generalist practice is viewed as an understanding of, and ability to, work with client systems of varying sizes, including individuals, families, groups, organizations, and communities in a diverse society. The program fosters ongoing professional development and prepares students as critical thinkers who seek solutions to contemporary social problems.

Competencies / B.A. Program in Social Work

The main goal of the baccalaureate social work program is to prepare students for entry-level generalist practice. A secondary goal is to provide a strong foundation for students who wish to pursue a master's degree in social work (MSW). Social service and life experiences may not be substituted for any social work course. The social work program is accredited by the Council on Social Work Education (CSWE).

Consistent with CSWE standards the purposes of the School of Social Work are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purpose, and philosophy, and is based in an historic, but ever-developing, body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the profession for competent practice. The professional foundation essential to the practice of any social worker, includes, but is not limited to, the following competencies and related practice behaviors (as delineated by CSWE-EPAS 2022). Those graduating from an accredited degree program in the profession of social work will demonstrate competence with respect to each of the following arenas:

The Nine Social Work Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice.

Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and d. use supervision and consultation to guide professional judgment and behavior.

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

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group,

organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan.

Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Contact Information / Communication

The social work office is in 226 McCord Hall. The general contact information for administrators of the program is as follows:

School Chair	Dr. Susan Neely-Barnes	(901) 678-3438	snlybrns@memphis.edu
Program Coordinator	Kenya Anderson	(901)678-3400	kconley@memphis.edu
Field Director	Danielle Seeman	(901) 493-3676	dswatson@memphis.edu
Admin. Assistant I	Valerie Wince	(901)678-2673	ywince@memphis.edu
School Fax		(901)678-2981	

E-mail Account

An e-mail account is available free of charge to University of Memphis students. **This UM account is the official contact** used for all School of Social Work correspondence. If you elect to use another e-mail service, you must obtain an account through the university and forward your mail to your personal account. Much correspondence is conveyed to students via e-mail so the account should be checked frequently.

Contact Information

Students are asked to ensure that the School office has a current e-mail address, mailing address and telephone number. The success of our degree program depends partly on our ability to foster ties to our students, alumni, and the larger community via effective communication. Students can update their contact information by informing the School of Social Work administrative assistant, in writing, of any changes.

Admissions / Retention

Program Application Requirements

Upon admission to the university, students who express an interest in pursuing the profession of social work are admitted with the academic focus - social sciences. Students can take SWRK 2010 in their freshman year, because SWRK 2010 is offered at the Community College level students often transfer in Introduction to Social Work when transferring to the University.

Near the completion of SWRK 2011, students are asked to complete an application, providing faculty with information concerning those who wish to progress to the social work major. Completed applications for the major, are screened by the program director and/or faculty. This form - along with a personal goals statement submitted as part of the application- assists program faculty in determining a student's fit for social work practice and helps faculty determine whether there is a need to meet with the respective student early in her/his matriculation regarding such concerns and, possibly, to establish an educational plan intended to improve the student's potential for joining the profession of social work.

Social Work (SWRK) Major

Students are admitted to the major of social work (SWRK) only after they have satisfactorily completed (with at least a grade of C-) SWRK 2010, and SWRK 2011, or the equivalent of those courses (if the student has taken social work courses at other institutions of higher education). Specific admissions requirements include:

1. Completion of SWRK 2010 & SWRK 2011 courses.
2. Completion of 30 clock hours as a volunteer in one or more social service agencies.
3. Completion of the School of Social Work application.
4. Identified potential and suitability for the social work profession.
5. Removal of any grades below C-** in required social work courses prior to admission.

** Successful student progression in the major requires each student to earn a minimum grade of "C-" in all required courses for the social work major. Students repeating two required classroom courses for the major or in field instruction will have an academic review by school

faculty prior to progressing in the major.

The following items are of importance:

- A student may declare social work as a major at any time. The student can progress to the social work major (SWRK) only after completing SWRK 2010, and SWRK 2011, with a minimum grade of C-
- No specific GPA is required for a student to be admitted to the social work major. However, a cumulative grade point average of 2.50 is strongly preferred, and any student whose GPA is below that mark should expect that s/he will have to collaborate with her/his advisor to construct and carry out an educational plan intended to help raise her/his GPA.
- A student must receive a grade of C- or above in all courses specifically required for the major. These are:
 - All SWRK courses
 - ENGL 1010 AND ENGL 1020
 - ANTH 1200
 - SOCI 3311 AND SOCI 3422
 - PHIL 1611
- Students complete the application distributed in SWRK 2011 and return it to the program coordinator of the B.A. program via . The information form also is available in the school administrative office and on the school website:

https://www.memphis.edu/socialwork/apply_now/ba_application.php .

The information form serves several purposes:

- It serves as a vehicle for self-evaluation as students must consider strengths and limitations brought to the profession.
 - It also provides students with an opportunity to evaluate their understanding of social work and its value base early in their progression toward completion of the major.
 - It provides an opportunity for the faculty to evaluate the student's ability to communicate in writing.
 - It provides a means for faculty to assess a student's fit for the profession of social work.
- All applications with grade point averages between 2.00-2.49 are reviewed

by the student's academic advisor and/or the school's student affairs committee for recommendations regarding development of an educational plan to help the student improve her/his grade point average. The student's academic advisor is responsible for assisting students to implement the terms of the educational plan.

Transfer Credits

Students transferring from within the University or from another institution of higher education must complete the same requirements as students who begin their academic careers as pre-social work majors. Those students wishing to transfer credit as course equivalents of SWRK 2010 or SWRK 2011, must be able to provide documentation that the courses taken at other another institution have comparable course content and were taught by an instructor having an MSW and two years of post-MSW experience. Upper division social work courses (courses at the 3000 or 4000 level) considered for credit equivalence must be transferred from a CSWE accredited program, and the School of Social Work must agree that the course content is comparable to that provided in the respective course at this University.

Students transferring from a CSWE-accredited program will have their transcripts and course syllabus evaluated on an individual basis. Every effort is made to avoid redundancy and to continue to build on the foundation laid by the previously attended institution while ensuring the student's total educational outcome is consistent with that offered via the University of Memphis program.

Academic Credit for Life Experience

Per the requirements of the program's accrediting body, the Council on Social Work Education (CSWE), academic credit for life experience and previous work experience cannot be given in whole or in part. This includes credit toward field instruction, volunteer work, field placement, or required or elective courses.

Retention

Concerns about unethical behavior or prolonged poor academic performance will be addressed by a student affairs committee. If the unethical behavior or poor academic performance is related to a course other than field placement, the student affairs committee will consist of 1) the student's advisor, 2) the

classroom instructor, and 3) one additional faculty member. If the unethical behavior or poor academic performance occurs in field placement, the student affairs committee will consist of 1) the student's advisor, 2) the BA field coordinator, and 3) the field faculty liaison. If unethical behavior occurs regarding a student organization event, the student affairs committee will consist of 1) the student's advisor, 2) the faculty liaison to the student organization, and 3) another faculty member. If the same person holds two or more of the roles identified above, the BA program coordinator will assign additional faculty members to sit on the committee so that the student affairs committee will always have at least three faculty members.

The student/academic affairs committee will review oral and written reports of the student's unethical behavior or poor academic performance. The student will be given the opportunity to address the committee. The committee will deliberate and decide the appropriate course of action. Courses of action could include asking the student to take a temporary leave of absence from the program or dismissing the student. If a decision is made to dismiss, the student will be given a letter explaining the rationale behind the decision.

Students who wish to appeal the decision to terminate must first write a letter of appeal to the BA program coordinator; if the dispute is not satisfactorily resolved by the BA program coordinator, students may appeal to the school chair; if the dispute is not satisfactorily resolved by the school chair, students may appeal to the Dean's office. Students may follow the procedures outlined in the Undergraduate Catalog for resolving the conflict at the college or university level.

Program of Study

The B.A. program in Social Work is designed to equip students with the knowledge and skills necessary for entrance into the profession of social work as beginning level generalist practitioners. Program objectives for a B.A. in Social Work include the ability to: a) apply critical thinking skills within the context of professional social work practice; (b) understand the value base of the profession and its ethical standards and principles, and practice; accordingly, (c) practice without discrimination in regard to needs of diverse clientele; and (d) apply strategies of advocacy and social change that advance social and economic justice.

Admission to the university will allow students to choose pre-social work (PSWK) as their major. Progression to the major of social work (SWRK) will occur only after the student successfully completes the following courses with a minimum grade of "C-":

- SWRK 2010
- SWRK 2011

The curriculum for the major of social work consists of the following elements:

- University General Education Program -- (41 hours)
 - See *Graduation from the University* for the University General Education Program requirements.
 - Students majoring in Social Work must take SOCI 3422 to fulfill part of the University General Education History requirement.
- College and Degree (B.A.) Requirements -- (12-16 hours)
 - The College and Bachelor of Arts requirements are in addition to the University General Education Program requirements.
 - Students majoring in Social Work must take PHIL 1611/ PHIL 1311 to fulfill the B.A. Mathematics/Natural Sciences requirement prior to taking SOCI 3311 and SWRK 3930.
- The Major (39 hours in addition to the requirements of the University General Education Program)
 - Completion of SWRK 2010, 2011, 3010, 3902, 3903 (4), 3904,

3906, 3920, 3930, 4830(3), 4831(4), 4840(3), 4841(3). BIOL 1010/1011, Natural Science (4), ANTH 1200 & SOCI 3422 (included in the University General Education Program requirements), Foreign Language (6) (SPAN is recommended), PHIL 1611 & SOCI 3311 are required.

- NOTE: Successful student progression requires each student to earn a minimum grade of “C-” in all required courses for the pre-social work and the social work majors. Students repeating two required courses for the major or field instruction will have an academic review by school faculty in the term following the second course repetition.
 - Students MUST complete all core SWRK courses (SWRK 2010, 2011, 3010, 3902, 3920, 3903, 3930, 3904 and 3906) before entering their field sequence (SWRK 4830, 4840, 4831, and 4841).
- Electives
 - Electives may be chosen to bring the total number of hours to 120, including enough upper division (UD) courses (courses listed at the 3000 or 4000 levels) to complete a minimum of 42 hours of upper division credit hours. There is also a 3 hour Upper-Division Humanities course requirement for the General Education requirement.

Sequence of Courses

The curriculum for the B.A. degree in social work follows a carefully outlined plan of study to which each student should attend and coordinate with her/his advisor in outlining the student’s program of study:

The courses listed immediately below are required of all those who choose to major in social work and students are required to attain a grade of “C-” or above in each of these classes.

- ⇒ ENGL 1010 English Composition I
- ⇒ ENGL 1020 English Composition II
- ⇒ ANTH 1200 Cultural Anthropology
- ⇒ PHIL 1611 Introduction to Logic
- ⇒ SOCI 3311 Social Statistics
- ⇒ SOCI 3422 Racial and Ethnic Minorities

The two courses listed immediately below serve as the introduction to the field of social work. They can be taken in the same semester or sequentially. They are pre-requisites to all other courses in the social work curriculum.

- ⇒ SWRK 2010 Introduction to Social Work
- ⇒ SWRK 2011 Writing for Social Work (Program Application)
- ⇒ SWRK 3010 Social Response to Human Need (Policy I)

The course listed immediately below is a pre-requisite for moving on to the Practice sequence (SWRK 3903, 3904, and 3906) in the curriculum.

- ⇒ SWRK 3902 Human Behavior and the Social Environment

The course listed immediately below is a pre-requisite for taking the next two courses in the practice sequence (SWRK 3904 and 3906).

- ⇒ SWRK 3903 Social Work Practice I -- Individuals

The two courses listed immediately below complete the practice sequence. They can be taken in the same semester or sequentially.

- ⇒ SWRK 3904 Social Work Practice II - Groups and Families
- ⇒ SWRK 3906 Social Work Practice III - Community

Once a student has completed SWRK 2010 and 3010, the two courses listed immediately below can be taken at the same time as any of the other upper division social work courses (Most take 3920 in the same semester they take 3902 and take 3930 in the same semester they take 3903). One should, however, plan to take SOCI 3311 prior to or in the same semester as when enrolled for SWRK 3930.

- ⇒ SWRK 3920 Social Work Policy II
- ⇒ SWRK 3930 Social Work Research

The four courses listed below make up the field internship curriculum. Field I requires 150 hours in the agency; Field II requires 250 hours in the agency. The student also engages in a seminar course concomitant with each of the field courses. The field curriculum usually is taken over the course of two semesters, but in some cases, it can be completed in one semester (which would require 400 hours in the agency). *****Students MUST complete all core SWRK courses (SWRK 2010, 2011, 3010, 3902, 3903, 3904, 3906, 3920, and 3930) before entering their field sequence (SWRK 4830, 4840, 4831, and 4841).**

- ⇒ SWRK 4830 Field I
- ⇒ SWRK 4840 Field Seminar I
- ⇒ SWRK 4831 Field II
- ⇒ SWRK 4841 Field Seminar II

Social work majors are required to attain a grade of **“C-” or above** in all courses required for the major.

Foreign Language

In securing a Bachelor of Arts (B.A.) Degree in Social Work, students are required to pass 6 Hours in a foreign language of their choice at or above the 2000 level. You must take 1010 and 1020 (which will appear as Electives) to prepare for 2010 and 2020 unless you test into 2010.

The School of Social Work recommends that students consider studying Spanish as their language of choice due to the considerable number of Spanish-speaking clients that social workers are, and will be, called to serve. Nonetheless, the standards of the B.A. degree allow students to take whatever foreign language they should choose - so long as the University offers intermediate level courses in that language such that the student can meet the foreign language requirement of the degree.

Field Placement

Field placement is a key component of the social work program and is designed to integrate academic learning with “real world” social work experience. An internship placement provides opportunities for the student to apply concepts and skills learned in the classroom in a real-world work setting and to build a work history of relevant experience that will assist the student in beginning her/his social work career.

The purpose of the internship is to provide students with the opportunity to apply, through practical experience, the knowledge, and skills they have acquired in their academic courses. The experience also allows students to identify areas in which they need additional educational experience. Students learn role behavior and techniques necessary to function effectively as social workers. The experience provides further value by helping students to decide what kind of position they wish to pursue after graduation. Internships primarily are to provide a learning experience for the student. Secondarily, internships provide a valuable community service by contributing to the organizations where students are placed by helping on valued projects and bringing new ideas to practitioners.

Students **MUST** complete all core SWRK courses (SWRK 2010, 2011, 3010, 3902, 3903, 3904, 3906, 3920, and 3930) before entering their field sequence (SWRK

4830, 4840, 4831, and 4841).

At the University of Memphis, the field internship consists of four courses: Two courses (SWRK 4830 and 4831) that constitute the field experience itself, and two courses (SWRK 4840 and 4841) that provide a classroom for processing students' experiences while engaged in field placement. SWRK 4830 (Field Placement I) requires the student to complete 150 hours of placement and provides her/him with 3 hours of credit upon satisfactory completion, while SWRK 4831 (Field Placement II) requires the student to complete 250 more hours of placement (at the same agency) and provides her/him with 4 hours of credit upon satisfactory completion. Students must take field courses and complete their field experience in consecutive semesters.

A block field placement option is also available for students that have a 3.25 GPA or higher. Students completing a block placement must complete the entire 400 field hours in one semester. This is an intense field programming and requires great time management and organization on the part of the student. Students must discuss their interest in a block placement with the Field Director, and a decision will be made based on student's current and past performance in coursework. A block placement is not guaranteed and is up to the discretion of the Field Director and based on agency placement availability. *****Please be advised that after Summer 2017, Block Summer sessions will no longer be allowed. Students interested in Block placements after Summer 2017 MUST complete their Block experiences in either Fall or Spring semesters, and with the permission of the Field Director.**

Grades for field placement are assigned by the BA program's director of field placement but are based on the evaluation of the field instructor at the agency to which the student is assigned for placement. Grades for the seminar courses are assigned by the respective teacher of the seminar in which the student participates.

Professional Liability Insurance

All students enrolled in field placement are responsible for procuring liability insurance (with a minimum coverage of 1,000,000/5,000,000) prior to the beginning of field placement. Prior to beginning placement, the student must join the National Association of Social Workers (NASW) and then purchase coverage through the National Association of Social Workers Assurance Services. Further information can be found on the NASW website:

[Professional Liability FAQ | NASW Assurance Services](#)

Course Readings

Almost every SWRK course in the B.A. curriculum requires the purchase (or rental) of at least one textbook. Students are encouraged to plan for these expenses as essential to the learning process and to make these purchases prior to the respective semester of use in order that they not fall behind on assignments given on the very first day of class. Course requirements may include other readings in addition to the text itself. Students are responsible for the content included in all reading materials required for the respective classes. Check with the University Bookstore on [Tiger SmartStart](#) and other resources.

Over the past few years, the book industry has developed and begun to provide course materials in multiple forms – e.g., e-books, book rentals, etc. The School of Social Work encourages students to weigh these options carefully, keeping in mind that at least some of these texts could be helpful to the student in the future – e.g., when the student is involved in field placement; and/or when the student enrolls in a graduate program of social work education. For students who plan to pursue an MSW, they may do best to purchase a hard copy of their texts.

Typical 4-Year Sequence of Courses

Freshman Year

ENGL 1010*	3	ENGL 1020*	3
MATH*	3	SWRK 2010	3
ANTH 1200	3	Humanities*	3
Elective/World Lang.	3	Elective/World Language	3
Fine Art*	3	Social/Behavioral Sciences*	3
Semester Totals	15 hrs		15 hrs

*Must Satisfy University General Education Program Requirement

Sophomore Year

World Language/2010	3	World language/ 2020	3
SWRK 3010	3	SWRK 3902	3
ENGL 2201 or 2202*	3	COMM 2381*	3
SWRK 2011	3	SWRK 3920	3
Natural Science/BA*	4	Natural Science/BA*	4
Semester Totals	16 hrs		16 hrs

*Must Satisfy University General Education Program Requirement

Junior Year

SWRK 3903	4	SWRK 3904	3
Social Science*	3	SWRK 3906	3
SOCI 3311	3	PHIL 1611	3
History*	3	SOCI 3422*	3
SWRK 3930	3	Elective	3
Semester Totals	16 hrs		15 hrs

Senior Year

SWRK 4830	3	SWRK 4831	4
SWRK 4840	2	SWRK 4841	2
Elective	4	UD Elective	3
Elective	3	Elective	3
Elective	3		
Semester Totals	15 hrs		12 hrs

Total Hours: 120

Total Hours Required for Graduation: 120 hours
(42 of these hours must be upper division credits)

Certificates / Licensure

As part of their preparation for working in the profession, some SWRK students opt to pursue one of the following certificates and/or licenses:

- Certificate in Nonprofit Management
 - This certificate prepares students for leadership in the nonprofit sector. Through coursework and field placement in a nonprofit agency, students gain information about nonprofit leadership and management, resource development, and program evaluation. For most SWRK majors, this certificate requires only three additional courses because the Department of Public and Nonprofit Administration recognizes a number of SWRK courses that are part of the student's coursework for the major as elements in the curriculum for this certificate.
 - Students interested in pursuing this certificate should speak with their advisor early in their program and contact the liaison for this program in the Department of Public and Nonprofit Administration, 233 Browning Hall, 901-678-3349.

- Certificate in Child Welfare Case Management

The School of Social Work collaborates closely with the Tennessee Department of Children's Services (DCS for students interested in working in the field of child welfare. Students interested in this program apply to DCS when they have 3-4 semesters of coursework left in their program of study (generally when the student is in SWRK 3902). All students seeking the DCS certificate must adhere to the School of Social Work pre-requisite and course sequencing.

- To apply for admission to the Certification Program, students must:
 - Be a U.S citizen or, if a qualified alien, provide documentation of their eligibility for work in the U.S. for the duration of their study and their possible employment with DCS.
- · Possess a valid driver's license, automobile insurance, and reliable transportation.
- · Undergo a background check and fingerprinting.
- · Be admitted into an accredited Social Work Program at a participating university.
- Process steps for students:

- Step 1: Complete the Application for the DCS Child Welfare Certification Program.
- Step 2: Complete the following forms needed to perform a criminal background check.
 - ·CS-0319-Application for Service as a Volunteer
 - ·Fingerprint Application
 - Please complete all required documents and submit them to the regional DCS Volunteer Coordinator or the student's university Field Coordinator. Successful completion of all application materials is required to be considered for entry into the Certification Program.
- Step 3: Certification Program students will complete the DCS Internship and be assessed throughout the experience for their readiness to begin as a Case Manager 1 with the department. Students' internships must be 370 hours to be eligible to receive the Tennessee Department of Children's Services Child Welfare Case Management Certification. Certification Program students may apply with the department 120 days prior to graduation.
- Step 4: Volunteer coordinator will submit verification that internship, Child Welfare 1 and 2 were successfully completed including uploaded transcripts (provided by the applicant) If students have additional questions, they may meet with the Faculty Liaison (Professor Cherry Malone).
- Step 5: Certification Program Certificates will be sent to via email to be used in the employment process when applying for employment at The Department of Children Services.
- BA Students are also required to attend a Field Forum hosted by the BA Field Director prior to entering field. After attending the field forum, the student must complete and submit a field application directly to the BA Field Director. Students interested in the DCS certification program must also complete this forum and application process IN ADDITION to the DCS application process. Once the BA Field Director reviews the application, a student meeting will be scheduled, and the Field Director will ensure that the student is ready to enter field. The BA Field Director and the DCS Faculty Liaison will work together to ensure that the DCS certification students are identified prior to starting the field sequence. Students

who are preparing to enter field must complete these processes to ensure that they are not delayed in field.

- DCS informs the University of their student selections based on the student applications. Students are accepted into the program only with the formal approval of the Department of Children's Services.
- If accepted for the certification program, students are required to take two additional courses (SWRK 4934 / Child Welfare Policy; and SWRK 4935 / Child Welfare Practice) and complete their field placement at DCS (during day-time hours). The course sequence of SWRK 4934/ SWRK 4935 must be completed prior to the student entering their field placement and prior to starting their field coursework.
- The student must connect directly with the BA Field Director (Professor Danielle Seemann) to ensure they are ready to enter field, and compliant with all field requirements. Field must be completed in consecutive semesters (students approved and prepared to enter field in Spring must be prepared to complete the field sequence in Summer OR the student will need to await Fall/ Spring to adhere to the consecutive semester field requirement).
- Students can learn more about this program by going to:
<https://www.tn.gov/dcs/program-areas/hr/certification-program.html>. If they have further questions and/or want to apply for this program, they should speak with their advisor.
- Students are accepted into the program only with the formal approval of the Department of Children's Services.
- DCS certification students **cannot** amend their DCS Plan of Study without the permission of the faculty advisor and DCS permission. If a change in DCS Plan of Study is required, the student must make an appointment with the DCS Faculty Advisor and inform DCS of the upcoming change. DCS and the faculty advisor will discuss the ramifications of changing or altering the DCS Plan of Study once it is established. The change in Plan of Study could result in delay of graduation and negatively impact the stipend allotted to the student.
- Students are accepted into the program only with the formal approval of the Tennessee Department of Children's Services.

- Registered Behavior Technician (RBT) –Offered through University of Memphis SPED-ABA and ICL program
 - The Registered Behavior Technician™ (RBT®) is a paraprofessional who practices under the close, ongoing supervision of a BCBA or BCaBA. The RBT is primarily responsible for the direct implementation of behavior-analytic services. The RBT does not design intervention or assessment plans but is the front-line worker.
 - U of M offers 4 online undergraduate behavior analysis courses starting each Fall and continuing through Spring that can be a part of your undergraduate degree! Each course builds on the other and should be taken in order. The courses are offered in the 7-week format with 2 courses in fall and then 2 in spring.
 - Fall: SPED 4111 (first 7 weeks) & SPED 4113 (second 7 weeks)
 - Spring: SPED 4112 and 4114 (both in first 7 weeks)
 - The 7-week structure allows students to complete all 4 courses in 180 days which is required by the BACB to become a registered behavior technician (RBT).
 - RBT Competency Assessment ----The RBT Competency Assessment is the basis for the key eligibility for the RBT credential. The student is responsible for this assessment after coursework at U of M is completed. Currently, U of M does not offer this assessment portion but is committed to assisting students to locate an appropriate placement to do this in the field under the supervision of a BCBA. The assessment must be administered by a BACB certifier following completion of the training requirement. The assessment involves direct-observation competencies based on tasks found on the RBT Task List. The assessment is complete when the student demonstrates competency in each task as determined by the assessor.
 - Exam----Applicants must take and pass the RBT exam: The examinations are administered using a computer-based testing (CBT) format by Pearson VUE, Inc. of Minneapolis, Minnesota. Authorization to take the exam is only provided to applicants who have submitted a complete exam application to the BACB, including all documentation necessary to demonstrate that they have met all the criteria above.
 - Social work students, if they so choose, can utilize their elective

hours during their degree to fulfill the RBT requirements indicated above.

- School Social Work Concentration

- In addition to the major requirements for the [Social Work, \(B.A.\)](#), the University [General Education Requirements](#) and college requirements, students seeking the School Social Work Concentration must be admitted into the Teacher Education Program (TEP) at the University of Memphis. Consult the TEP website for specific entrance requirements. <https://www.memphis.edu/tep/admission/tep-admissions.php>
- 12 hours in addition to University General Education Program requirements and the Major requirements

[SWRK 4937 - School Social Work](#) Credit Hours: (3)

[SPED 2000 - Foundation/Exceptional Learn](#) Credit Hours: (3)

[SPED 3803 - Classroom/Behavior Management](#) Credit Hours: (3)

□ and

Choose one of the Following

[SWRK 4061 - Substance Abuse Treatment](#) Credit Hours: (3)

[SWRK 4615 - Introduction to Infant Mental Health](#) Cred Hours: (3)

[SWRK 4934 - Child Welfare Policy/Services](#) Credit Hours: (3)

[SWRK 4935 - Child Welfare II](#) Credit Hours: (3)

[SWRK 4944 - Encountering Poverty](#) Credit Hours: (3)

or

Another course approved by the advisor

- [SWRK 4830 Field Instruction Soc Work I](#) and [SWRK 4831 Field Instruction Soc Work II](#) completed in a school setting (this is a part of the B.A. requirements and will count towards your overall B.A. and concentration requirements.)
- Students who are seeking licensure by the State of Tennessee as a Licensed School Social Work (LSSW) will need to complete the School Social Work Licensure Application and secure a letter of support from the School Social Work Coordinator, Dr. Susan Elswick. Please consult the University of Memphis School of Social Work website for current information about the licensure process.

- License in School Social Work

- Many school systems require social workers employed within those systems to have a license at the level of a Master's degree. However, some smaller systems hire social workers who have a license at the Bachelor's degree level. To secure Tennessee School Social Work

Licensure, students must meet admissions requirements of the social work major and the school social work licensure program. The criteria for admission into the B.A. school social work program are:

- 1) Current undergraduate GPA of 3.0 or higher.
 - 2) A copy of scores from the Praxis CORE exam. You do not have to take the Praxis CORE exam if you have an SAT score of 1020 or above or an ACT score of 22 or above.
 - 3) Background check via College of Education, Health, and Human Sciences
 - 4) Complete the Teacher Education Program (TEP) application
 - <http://www.memphis.edu/tep/admissions.htm>
 - 5) Interview at the University of Memphis College of Education
- Students must meet all requirements for Tennessee School Social Work Licensure through the completion of three courses (SWRK 4937 / School Social Work; SPED 2000 / Foundation/Exceptional Learn; and SPED 3803 / Classroom/Behavior Management). They also must complete their field placement in a school district or in an appropriate agency setting to get school experience.
 - If they have further questions and/or wish to enroll in this program, they should speak with their advisor and contact the liaison for this program, Dr. Susan Elswick, via email at selswick@memphis.edu.

Adding a Minor

Social work majors may select a minor and are encouraged to consider doing so with the intent of improving their overall academic credentials. Those minors that attract social work majors most often are:

- Sociology
 - For most SWRK majors, this minor requires only three additional courses since most SWRK students already have taken three SOCI courses as part of their coursework for the major.
- Various programs offered through University College (e.g., Child Development; Alcohol and Drug Studies; Disability Studies & Rehabilitation Services)

Social Work as a Minor

As part of their education for working in their chosen profession and enhancing their knowledge about social work programming, some students of other academic disciplines opt to pursue a minor in social work. The minor requires completion of 21 semester hours in sociology and social work courses, including SOCI 1010, SWRK 2010, SWRK 2011, SWRK 3010, and at least 9 additional upper division SWRK courses. Students interested in pursuing a minor in social work must contact their college undergraduate advising office to complete a form indicating you are pursuing this minor. Students should contact their advisor to complete the process of adding the Social Work Minor. Social Work permits for minor courses can be requested via email at swrkpermits@memphis.edu.

Advising

Advising is an essential component of the B.A. program. Upon admission as a pre-social work (PSWK) or a social work (SWRK) major, all students are assigned to a member of the B.A. faculty for advising. All PSWK and SWRK majors are required to see their advisors each semester to discuss their academic progress, and to address their program of study.

Major responsibilities of the academic advisor are to:

- Advise on course planning in relation to the program's course requirements and the student's educational needs;
- Clear students for registration and, when applicable, provide them with permits to register for courses in social work;
- Provide students with specific information about courses and program requirements;
- Assist students in assessing their aptitude and suitability for a career in social work practice;
- Assist students in evaluating their progress and performance in the program;
- Consult with students as they prepare for field placement;
- Advise students who experience class and field performance difficulties or other issues related to their professional education; and
- Serve as a mentor to students as they enter the profession of social work.

Advisors may provide students with a [program of study worksheet](#) which offers a tentative schedule of courses needed for completion of their program of study and/or work with the student in using the UMdegree function on myMemphis to serve the same purpose. The student's tentative program of study may be reviewed and revised as needed.

Students cannot register without clearance from an advisor and cannot register for a SWRK class without a permit. Permits are provided only during advising sessions. All advisors in the BA program of the School of Social Work prefer that students schedule their advising appointments via the Navigate Campus system available at:

<https://www.memphis.edu/advising/students/navigate.php>

It is the student's responsibility to schedule an appointment with the advisor each semester that s/he is in the program. If a student decides to change his/her program of study, it is the student's responsibility to notify the advisor.

Adding/Withdrawing from Courses

Courses may be added or dropped after initial registration for a limited time only. Refer to <https://www.memphis.edu/registrar/calendars/> for appropriate deadlines. Courses may be added late only upon approval of the instructor and the Dean's office.

Courses may be dropped after the withdrawal date only when circumstances beyond the student's control make it impossible to complete the semester. Late withdrawals must be approved by the Dean's office. Vocational Rehabilitation benefits and Title IV-E funds used for enrollment fees are subject to cancellation and immediate repayment if the recipient stops attending, whether the student is presently enrolled in the university.

Repetition of Courses

Regarding the repetition of courses, the School of Social Work follows the policies outlined by the university at: [University of Memphis - Modern Campus Catalog™](#), including:

- A student may repeat most courses to improve the grade previously earned. However, there are some courses that may not be repeated for this purpose.
- The student should always check with the major advisor before enrolling in a course a second or subsequent time(s).
- The first time a course is re-taken, the grade of record becomes the grade earned in the student's second attempt (no matter whether that grade is better or worse than in the first attempt).
- Grades earned in the second and each subsequent attempt will count towards the student's GPA. However, only earned hours from the final attempt are counted in the cumulative earned hours.
- A student may not attempt the same course more than three times. Exceptions to this policy will be granted only on appeal to the dean of the college in which the course is offered.

- Courses repeated after a degree is awarded may not be used to replace grades earned prior to the awarding of the degree.

In addition, social work majors who fail to pass a SWRK course with at least a grade of ‘C-‘for a second time must meet with a school student affairs committee to examine the student’s continued enrollment in the program.

Grading System

Grades that may be awarded for academic performance are indicated in the table below. To the right of each grade listed in the table is the number of quality points awarded for each credit that applies to that respective grade (e.g., a student who achieves a grade of “B+” in a 3-credit course, would be awarded 9.99 (3 x 3.33) quality points for that class). Grades used to postpone or suspend course completion include “I” (incomplete) and “W” (withdrawn). Grades of “I” and “W” do not carry any quality points and are not included in computing one’s GPA.

Grade	Quality Points	Grade	Quality Points	Grade	Quality Points	Grade	Quality Points
A+	4.00	B+	3.33	C+	2.33	D+	1.33
A	4.00	B	3.00	C	2.00	D	1.00
A-	3.84	B-	2.67	C-	1.67	F	0.00

Students must maintain a 2.0 in both their overall and their University of Memphis GPA to be eligible to do field placement and to qualify for graduation. It should be noted, however, that a GPA between 2.00 and 2.50 is considered minimally sufficient and grounds for the development of an educational plan intended to help the student attain a more adequate GPA.

“Incomplete” Grades

A grade of “I” (incomplete) may be assigned at the instructor’s discretion in any course in which the student is unable to complete the work due to extraordinary events beyond the individual’s control. The “I” may not be used to extend the term for students who complete the course with an unsatisfactory grade. The "I" grade indicates that one has not completed the course for an unavoidable reason that is acceptable to the instructor. Students have one major term to complete

the work necessary for resolving the grade for the respective course.

Unless the student completes the requirements for removal of the “I” within the allotted number of days from the end of the semester or summer term in which it was received (see University Calendar), the “I” will automatically change to a grade of “F,” regardless of whether the student is enrolled. In extraordinary situations, the instructor may request an extension of the grade of “Incomplete” if sufficient extenuating circumstances exist but, again, the “I” grade will automatically revert to an “F” if the student has not completed the requirements by the end of the extension period.

The student can be certified for graduation only when all requirements are met, including the removal of all “I” grades. For students who have an “I” in the semester in which they expect to graduate, the certification process and graduation will automatically be deferred to the next term if the “I” has not been cleared by the time the graduation analyst for the College of Arts and Sciences certifies the graduation roster of the respective semester (generally within about 2 weeks of the graduation ceremony).

Grade Appeals

The responsibility for evaluating student work and assigning grades lies with the instructor of the course. In all cases of a disputed grade, the student has the burden of proof that the grade assigned was not appropriate. The process for appealing a grade is based on the policies and procedures of the university: [gradeappeal13.pdf \(memphis.edu\)](#). Students should note that the university’s procedures include definitive timelines that guide the appeals process.

Graduation

Students should file an Intent to Graduate form one calendar year prior to the time when they expect to graduate. This date can be changed as necessary, but it is essential that the student file her/his Intent well ahead of the time s/he expects to graduate. The filing of one’s intent places the student on the College of Arts and Sciences’ mailing list used to address various deadlines associated with graduation. Filing one’s intent also initiates a process of review in which the graduation analyst checks to make sure the student is on track to meet all requirements that apply to one’s major and minor (if applicable) curriculum. The listing of Graduation Analysts can be found at:

[Graduation Analyst - Commencement Office - The University of Memphis](#). Policies

related to graduation are found on the webpage of the Commencement office: [Prerequisite to Apply to Graduate - Commencement Office - The University of Memphis](#). Each student has the responsibility to be familiar with these requirements as they personally apply.

Program Development

The social work program provides opportunities for students to participate in formulating and modifying policy. These opportunities include student participation through the following avenues:

- 1) There is an active Student Social Worker Organization (SSWO) which is involved in a variety of activities - e.g., the SSWO recently appointed a voting student member to a faculty search committee and the president of the SSWO is invited to attend faculty meetings of the school, with the charge of representing students' interests to that body.
- 2) There is feedback to faculty concerning curriculum design and scheduling. For example, students who were surveyed by the Student Social Worker Organization indicated that the course offerings for the School did not provide sufficient sections of courses. Schedules developed since that feedback was provided reflect increased attention to students' need for a more flexible program and progressive offering of courses.
- 3) Formal feedback through course evaluations completed by students takes place each semester. This serves not only as feedback in the faculty member's instruction, but also on the nature of the course itself.

Student Grievances

The student development system includes a grievance procedure. Student grievances are processed through the channels established by the university. Should situations arise where students think that actions have occurred within the educational process that are believed to be in error, unfair, or due to prejudice, the university provides students an opportunity to question such actions and to seek a remedy (See *Academic Misconduct* section below).

Important Concerns

Disability Services

The Student Disability Services Office provides, arranges, and coordinates academic accommodations and support services to qualified students with disabilities to enable them to fully access the educational opportunities at The University of Memphis. To establish eligibility for disability accommodations and services, students are required to register with the Student Disability Services Office and provide current medical or psycho-educational documentation of the disability from a professional who is appropriately qualified to diagnose the disability.

Disability information is strictly confidential, is not released without written consent, and does not appear on transcripts or any permanent record of the University.

Students must follow established university procedures for obtaining accommodations and services. Specific accommodations and services are determined on an individual basis and are based on documented functional limitations resulting from the disability. Services available include orientation to disability services, assessment of disability-related needs, academic accommodation plans each semester, test accommodations, books on tape, note-takers, readers, scribes, interpreters, Braille, enlarged print, loans of adaptive aids and special equipment, adaptive computer lab, guidance, and counseling, adapted campus housing, accessible parking, and limited campus shuttle service.

Since some services require advance notice, applicants are requested to provide sufficient notice to Student Disability Services of anticipated needs and the expected date of enrollment. For more detailed information, please contact the Director of Student Disability Services at 678-2880.

Harassment

Harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience and well-being of students, faculty, and staff. Incidents involving sexual harassment or racial harassment have no place within the life of the University. In both obvious and subtle ways, even a suggestion of sexual or racial harassment is destructive to individual students, faculty, staff, and the academic community.

When through fear of reprisal, a student, staff member, or faculty member submits or is pressured to submit to unwanted sexual attention, the University's ability to carry out its mission is undermined. While sexual harassment most often takes place in situations of a power differential between the persons involved, the University also recognizes that sexual harassment may occur between persons of the same University status. The University will not tolerate such harassment between or among members of the University that creates an unacceptable work or educational environment.

Sexual harassment and racial harassment have been held to constitute forms of discrimination prohibited by Title VI, Title VII of the Civil Rights Act of 1964, as amended and Title IX of the Educational Amendments of 1972. The University may be held liable pursuant to Title VI or Title VII and/or lose federal funds pursuant to Title IX for failure to properly investigate and remedy claims of sexual or racial harassment. University policies and procedures can be found at the following link provided by the Office of Institutional Equity: [Policies - Office for Institutional Equity - The University of Memphis](#).

Privacy Rights of Students

The University complies fully with the Family Educational Rights and Privacy Act of 1974 (FERPA). This act is designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the FERPA office concerning alleged failures by the institution to comply with the Act.

The provisions for the release of information about students and the rights of students and others to have access to The University of Memphis education records are published each semester in the Schedule of Classes. A copy of the Act and The University of Memphis Procedures pertaining to FERPA may be reviewed in the offices of the Registrar or University Counsel [FERPA Compliance - Registrar - The University of Memphis](#).

Affirmative Action

The Affirmative Action office monitors the university's policy on equal opportunity and affirmative action both in employment and education in that it will not discriminate based on race, color, national origin, religion, age, sex,

disability, where the person is a qualified disabled person, or because of their status as a qualified disabled veteran or veteran of the Vietnam era [AA - Office for Institutional Equity - The University of Memphis](#).

Equal Opportunity

The University of Memphis, a Tennessee Board of Regents institution, offers equal opportunity to all persons without regard to race, religion, sex, creed, color, national origin, or disability. The University does not discriminate on these bases in recruitment and admission of students or in the operation of its programs and activities, as specified by federal laws and regulations. Designated coordinators for University compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are the Vice President for Student Affairs and the Equal Opportunity Compliance Officer. Information in this document will be provided in alternate format upon request. The University of Memphis is an Equal Opportunity/Affirmative Action University. It is committed to education of a non-racially identifiable student body [Equal Opportunity - Office for Institutional Equity - The University of Memphis](#) .

Students with Misdemeanor or Felony Records

A misdemeanor or felony conviction may impact both one's internship and employment prospects because many agencies and employers request criminal records of their prospective interns and hires. In addition, a conviction may impact one's ability to secure liability insurance as an intern/professional as well as licensure upon graduation from an accredited social work program. Below are the identified practices of the NASW, liability companies, and the Tennessee Board of Social Workers:

- **NASW** - A conviction does not prevent a student from being able to apply and be accepted into the NASW.
- **Liability Insurance** - Will consider liability insurance for a student or professional with a felony/misdemeanor conviction on a case-by-case basis. They do not guarantee approval.
- **TN Board of Social Workers** - A student with a conviction must provide a letter of explanation and documents from the court of jurisdiction indicating the final disposition of the situation. The board will review and consider each application on a case-by-case basis.

Student and Professional Organizations

Student Social Work Organization (SSWO)

The Student Social Worker Organization (SSWO) is the primary student organization for undergraduate social work students at the University of Memphis. The organization serves in an advisory capacity to the program director. The organization elects its own officers. A faculty liaison is appointed to facilitate the efforts of the group.

The SSWO provides students with opportunities to get involved with important social issues, and to foster communication and interaction between students, faculty, and administrators in the School of Social Work. SSWO coordinates fund raising events, organizes volunteer activities, hosts special events with guest speakers, and sponsors social activities of interest to students.

Why should you join? SSWO provides opportunities for:

- **Networking** - SSWO increases the exchange of information among students, faculty, administrators, and community service providers
- **Development** - SSWO provides several opportunities to engage in professional development activities (service to community and fundraising events), leadership development (opportunities to be involved in the planning, coordination, and implementation of various projects), exposure to individuals in the field (guest speakers, site visits)
- **Fun** - SSWO provides activities that celebrate our successes as an organization as well as form relationships among new students who are interested in learning more about social work

The Coalition of Black Social Workers

The Mission of the Coalition of Black Social Workers is as follows: The Coalition of Black Social Workers exists to engage, connect, and empower Black social work students and professionals in the community, with the goal of increasing awareness about issues specific to the Black community and cultivating a network of support.

Criteria for Membership

- A. Membership is open to all students, regardless of race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender

identity, age, physical or mental disability, or covered veteran status.

- B. B. A member of the Coalition of Black Social Workers is defined as any student at the University of Memphis, School of Social Work in good academic standing and enrolled in the School of Social Work
- C. C. Members must be concerned about issues that are relevant to the Black community in social work.

Phi Alpha Honor Society

The purpose of Phi Alpha Honor Society is 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.

An undergraduate student is eligible for active membership after achieving the following National minimum requirements and meeting local Chapter requirements:

- Must be a declared social work major.
- Must have achieved sophomore status.
- Must have completed 9 semester hours of required social work courses.
- Must have achieved an overall grade point average of 3.5 on a 4.0 scale.
- Must have achieved a 3.5 grade point average in required social work courses.

National Association of Social Workers (NASW)

The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world, with 145,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.

The NASW offers the option for students to join at a reduced rate and offers specific supports to members through an online Student Center and a student starter toolkit for student members. To learn more about NASW and join, go to <https://www.socialworkers.org/>.

State Licensure

The state of Tennessee certifies social workers at four levels of licensure: the Licensed Baccalaureate Social Worker (LBSW); Licensed Master's Social Worker

(LMSW); Licensed Advanced Practice Social Worker (LAPSW); and Licensed Clinical Social Worker (LCSW). The School of Social Work strongly encourages each student, upon graduation, to contact the state or jurisdiction for practice. In the jurisdiction of Tennessee, contact the State of Tennessee Board of Social Workers: [Social Workers \(tn.gov\)](http://www.socialworkers.tn.gov) or [(615) 532-3202] to request information about procedures related to securing her/his license as a Licensed Baccalaureate Social Worker (LBSW).

[Rights and Responsibilities](#)

[Student Code of Rights and Responsibilities](#)

By choosing to attend the University of Memphis, each student accepts responsibility for promoting the University community's welfare by adhering to the Code of Student Rights and Responsibilities and all other University of Memphis policies. At the University of Memphis, some actions cannot be tolerated because they seriously interfere with the basic purposes and processes of an academic community or with the rights afforded others. By formulating the [Code of Student Rights and Responsibilities](#), the University of Memphis reaffirms the principle of student freedom coupled with personal responsibility and accountability for individual actions and the consequences of those actions.

The University of Memphis Code of Student Rights and Responsibilities is promulgated pursuant to, and in compliance with Tennessee Board of Regents (TBR) Rule 0240—02-03-.01 [Institutional Policy Statement]. To the extent that a conflict exists between this policy and TBR rule, policy, and/or applicable law(s), the TBR rule, policy, or law will control. The Code of Student Rights and Responsibilities is available at the following link:

[Student Code of Rights and Responsibilities - Office of Student Accountability - The University of Memphis](#)

[Professional Conduct](#)

Students enrolled in the social work program are expected to conduct themselves in a professionally ethical manner toward clients, students, faculty, and staff. Professional conduct is always expected. The NASW Code of Ethics and the University of Memphis Code of Student Rights and Responsibilities serve as guidelines and standards for professional conduct both on and off-campus. Any act that constitutes unethical practice, professional misconduct, or a violation of the law—whether committed as part of university-related activities

or not—can be grounds for disciplinary action up to, and including, dismissal from the program.

The School of Social Work reserves the discretionary right to dismiss a student from the program for failure to maintain appropriate personal conduct or professional standards and ethics. Please refer to the following documents for more information:

- NASW Code of Ethics:
- <http://www.socialworkers.org/pubs/code/default.asp>
- Code of Student Rights and Responsibilities:
- (<http://saweb.memphis.edu/judicialaffairs/dishonesty/definitions.htm>)

Students can be dismissed from the program for various infractions that constitute ethical breaches. These behaviors / choices can lead to disciplinary action, up to and including dismissal from the program. The following list of behaviors presents some of the most important of these infractions but is not exhaustive:

1. Documented behavior that is inconsistent with the Code of Ethics of the National Association of Social Workers.
2. Documented problems in behavior or performance, which raise questions from the faculty or field instructor about the student's suitability for professional social work (The following list is not exhaustive):
 - a. Forced or coerced sexual behavior.
 - b. Sexual activity with clients including, but not limited to, kissing, fondling, or sexual intercourse.
 - c. Physical actions directed at clients, students, faculty, or staff, such as hitting, spanking, or slapping.
 - d. Physical or emotional threats directed toward clients, students, faculty, or staff.
 - e. Acceptance of gifts or money from clients that are not considered standard payment for services received on behalf of the student's agency or field setting; students shall not ask for nor expect gifts from clients.
 - f. Illegal or unethical behavior that limits or takes away clients' rights or results in financial, material, or emotional loss for clients

or gain for social work students.

g. Sexual harassment.

3. Failure to follow policies and rules as outlined in the Student Handbook or the Field Manual of the BA program in Social Work.

Academic Misconduct

Students are expected to conduct themselves as young professionals in all aspects of their student life. In the classroom, this includes abiding by the requirements set forth by the university for all its students.

Based on those standards, the following definitions apply to various forms of misconduct that can lead to dismissal from the social work program and/or the university:

- Plagiarism - The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. The term plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. For further information regarding information and potential problems related to plagiarism, please see www.plagiarism.org.
- Cheating - Using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours. The term "cheating" includes, but is not limited to:
 - Using any unauthorized assistance in taking quizzes or tests;
 - Using sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Acquiring tests or other academic material before such material is revealed or distributed by the instructor;
 - Misrepresenting papers, reports, assignments, or other materials as the product of a student's sole independent effort;
 - Failing to abide by the instructions of the proctor concerning test-

taking procedures;

- Influencing, or attempting to influence, any University employee to change a student's grade or evaluation; and
- Any forgery, alteration, unauthorized possession, or misuse of University documents.
- Fabrication - Unauthorized falsification or invention of any information or citation in an academic exercise. Academic misconduct also includes furnishing false information to a University official, faculty member, or office; or the forgery, alteration, or misuse of any University document, record, or instrument of identification. The Academic Discipline Committee, a standing University committee appointed by the President, addresses allegations of academic misconduct.

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class in addition to other possible disciplinary sanctions which may be imposed through the regular institutional disciplinary procedures.

Typically, the instructor of record who identified the academic misconduct (plagiarism, cheating, etc.) will inform the student of their concerns, will make a decision regarding the student grade/ consequence for this misconduct performed within that class, and the instructor of record will send the decision via email to the student, BA Program Coordinator, and the School Chair. The student may appeal the grade/ consequence set forth by the instructor. The appeal should be emailed directly to the BA Program Coordinator for review within two weeks of the instructor's decision.

Upon review the BA Program Coordinator will decide to approve, modify, or reverse the decision made by the instructor of record. The school may also see fit that the student's case be sent before the internal school student affairs committee to determine if a dismissal from the school and program is appropriate. In cases where there are previous or multiple concerns of academic misconduct on record, the student will be referred to the internal school student affairs committee for review. The school also has the ability to forward the case to the Office of Student Conduct (OSC) for further review and investigation at a larger University/ macro level. OSC standards and processes for student appeal are noted at the following link:

<http://www.memphis.edu/studentconduct/academic-misconduct/appeals.php>

Students also should be careful not to engage in behaviors that may be disruptive to others in the classroom and other learning environments. Disruptive behavior in the classroom may be defined as, but not limited to, behavior that obstructs or disrupts the learning environment (e.g., repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), text messaging, and the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from electronic devices).

If students experience a problem in any area of academic performance, whether school- or agency-based, or have problems with a faculty member or field instructor, the process offered below should be used to resolve the problem. The student is expected to initiate action by talking to the person directly involved (e.g., the faculty member or field instructor), going only as far as necessary to resolve the situation:

- 1) If the concern is field based:
 - a. Discuss the matter with the field instructor;
 - b. If not resolved at that level of intervention, the student may progress to a discussion of the matter with the faculty liaison;
 - c. If not resolved at that level of intervention, the student may progress to a discussion of the matter with the undergraduate director of field placement;
 - d. If not resolved at that level of intervention, the student can take her/his concern to the program coordinator and request a meeting with a grievance committee from the faculty of the School of Social Work. In addition to faculty, a student and/or field instructor may be asked to serve on the student affairs committee.
- 2) If the concern is classroom based:
 - a. Discuss the matter with the course instructor;
 - b. If not resolved at that level of intervention, the student may progress to a discussion of the matter with the BA program coordinator;
 - c. If not resolved at that level of intervention, the student may progress to a discussion of the matter with the school chair;
 - d. If not resolved at that level of intervention, the student may pursue a grievance beyond the School by following the university guidelines

for grievance processes. A grievance to the university must be initiated within the semester in which the concern arises. The procedure may be invoked up to 30 calendar days beyond the final day of classes in any given semester.

At the University of Memphis, the instructor has responsibility for maintaining control over classroom behavior and can order the temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct that violates the general rules and regulations of the institution for each class session during which the conduct occurs. Extended or permanent exclusion from the classroom, beyond the session in which the conduct occurred, or further disciplinary action can be mandated only through appropriate procedures of the institution. The instructor may also report incidents of classroom misconduct to the Office of Student Conduct (<http://www.memphis.edu/studentconduct/>), and/or the program coordinator.

Early Alert

The School of Social Work is dedicated to ensuring that every student receives a high-quality educational experience that will prepare them for the social work profession post-graduation. The University of Memphis utilizes an early alert system to inform advisors and their perspective departments when a student is struggling within a course. The early alert looks at both the students' academic and professional behaviors. If the instructor of record is concerned about a student's progress in a course, then an email is generated and sent to the students' academic advisor on record.

Once the early alert is sent and the advisor is notified, the advisor will reach out to the student to provide resources and supports to remediate the identified concern.

Student Academic Support Meetings

In many cases the School of Social Work attempts to provide a local approach and a Student Academic Support Meeting is scheduled. When a student fails two social work courses or the same course twice, a Student Academic Support Meeting will be scheduled. The Student Academic Support Meeting may include the BA Program Coordinator, the instructor of record who identified the need (if the faculty is within the social work school), the student's advisor, the student, and the field director. The Student Academic Support Meetings are intended to

support the students' needs, and to provide guidance and supports to address barriers to educational success.

These meetings will include an opportunity for the student to communicate concerns, and an opportunity for the faculty to provide guidance and support. Often, the Student Academic Support committee will provide an action plan and guidelines that should be followed to progress and improve student outcomes. This action plan will be reviewed with the student and signed in the meeting.

By signing the action plan the student is agreeing to work towards academic success by following action steps presented. Some of the action processes may include participating in free supportive educational and behavioral programs available on campus at the University. If the student fails to adhere to the action plan, the student may be referred to the School of Social Work's internal student affairs committee for review. Failure to attend the Student Academic Support Meeting may also be grounds for referral to the internal student academic affairs committee for review.

Terminating a Student's Enrollment in the Program

Student progress in the program is monitored by the faculty. In the case of fieldwork, mid-semester and end-of-semester evaluations completed by the field placement supervisor assess student progress and concerns in fieldwork.

1. In case of an alleged occurrence of any of the above criteria for terminating a student's enrollment in the program, the program coordinator appoints a student affairs committee composed of faculty of the School of Social Work to investigate and designates a committee chairperson. Typically, the committee chairperson is the current BA Coordinator for the school.
2. Upon completion of the review, the student affairs committee meets with the student to discuss the unethical behavior.
3. The committee, without the student present, reaches a decision as to whether the student should be allowed to continue in the program. The student is then verbally informed of the committee decision and a written form of the decision is emailed to the student and the school chair, within 24 hours of the committee decision. The student can appeal the committee decision within a two-week timeframe. The appeal must be submitted in written form to the Chair of the School as an initial first step prior to the end of the two-week window.
4. The Chair of the School of Social Work will review the decision of the committee and may approve, modify, or reverse the decision of the

committee.

5. A student may make a final appeal (in writing) to the Dean of the College of Arts and Sciences. The decision of the Dean is final in all cases except expulsion from the university.

Campus Services

Academic Calendars

Academic year calendars mark the major activity dates (class start/end dates, exam dates, and commencement) of each term and its parts. Each Academic Year begins with the Fall term and ends at the conclusion of the summer term.

Students wanting registration, add/drop, fee payment, dates and deadlines for a, immediate term should review the Dates & Deadlines Calendar for that term. For academic calendars, see

<http://www.memphis.edu/registrar/calendars/academic/index.htm>.

Computer Labs

Computer labs and iPrint kiosks are available to University of Memphis students in many locations across campus. The closest computer labs to social work are in McWherter Library and Manning Hall. The closest iPrint kiosk is in McWherter Library. For a map of all computer labs available on campus,

go to https://www.memphis.edu/umtech/service_desk/technologyandlabs.php

Educational Support Program (ESP)

The ESP provides academic assistance for classes that students are currently taking at the U of M. ESP free services are available to graduate and undergraduate students. ESP services include five on-campus learning centers, weekly study sessions, tutors, seminars, and on-line tutoring. To get more information, see <http://www.memphis.edu/esp/>

Counseling Services

The Counseling Center supports the University's mission by providing students with services that promote and enhance students' development in the areas of emotional stability, life-learning skills, and effective decision-making skills. This

is accomplished through the provision of high-quality counseling, consultation, crisis intervention, proactive outreach, and training and supervision of counselor trainees. The Counseling Center is in room 214 of the Wilder Tower (main campus). Evening, walk-in, or virtual options.

The Psychological Services Center offers psychotherapy and psychological evaluation services to children and adults. The clinic is open to the public, as well as the University community. Fees are reduced for university students, staff, and faculty. The Center is in room 126 of the Psychology Building. For appointments or information, contact the Center at 678-2147.

[Multicultural Affairs](#)

The Office of Multicultural Affairs houses such registered student organizations as the Black Student Association, Black Scholars Unlimited, the Hispanic Student Association, NAACP, and the Minority Association of Pre-Health Students. The office provides a venue where student groups as well as individuals can go to study, use office equipment, and interact with their peers and the office staff. In addition, the office deals with academic, social, and personal concerns that the students may need to address.

The Office of Multicultural Affairs also serves as a resource for students, providing information on scholarships, internships, employment opportunities, and community resources available to them. The office also works in conjunction with various other campus departments as well as community agencies to provide students with services that may assist them in academic and professional endeavors. For more information, call 678-2054.

[Safe Zone Program](#)

The Safe Zone Program at the U of M exists to support gay, lesbian, bisexual, transgender, intersexed, and questioning U of M students, faculty, and staff, to improve the overall U of M campus environment and to educate the entire campus community on concerns relating to GLBTIQ issues. The University of Memphis' commitment to diversity and civility undergirds the Safe Zone Program's efforts to support the GLBTIQ community on campus. Safe Zone certification is available to all University of Memphis staff, faculty, and student allies. For more information, visit www.memphis.edu/safezone or call 901-678-2068.

Veterans & Military Student Services

The University of Memphis Veterans and Military Student Services assists veterans, service members and their families with the transition from a military environment into a positive academic community in pursuit of professional and personal development by connecting students to expert support services and tools to enhance academic and professional success. For more information, email: veterans@memphis.edu; visit <http://www.memphis.edu/veterans/> or call 901-678-4269.

International Students' Office

The Center for International Programs and Services (CIPS) advises international students, faculty, staff, visiting scholars, and researchers regarding federal regulations from the Department of Homeland Security, and Immigration and Customs Enforcement; health insurance matters; and employment issues. In addition, the Center prepares federal documents necessary for internationals in certain visa categories, as well as meeting the SEVIS requirements set by the U.S. Department of Homeland Security.

The Center produces the federally mandated orientation for F-1 and J-1 visa holders new to campus. CIPS also frequently provides this information for in-country dependent family members of students, faculty, and researchers on campus, as well as to international applicants to the University. For more information, visit www.memphis.edu/iss/ or email theworld@memphis.edu

ID Cards

The University of Memphis issues each student, faculty, and staff member an identification card that bears her/his name and image. This permanent identification card is used as the primary campus-wide method of determining privileges and accesses. Students must be currently enrolled, and a photo identification (such as driver's license or passport) is required to have an identification card made.

The University Identification card remains the property of The University of Memphis and should be surrendered upon the request of a University official. Students, faculty, or staff members **may possess only ONE** University identification card at any time.

There is no charge for the initial student ID card. There is a \$10 fee charged to

replace a lost or stolen card. Pay the replacement fee at the Customer Service Windows adjacent to 115 Wilder Tower. Take your receipt to the Campus Card Office, 500 Wilder Tower to obtain your replacement card. Photo identification is required to obtain a new or replacement card.

[Libraries](#)

The University Libraries include the McWherter Library and four branch libraries: Audiology & Speech Language Pathology, Chemistry, Mathematics, and Music. Most social workbooks, journals, and resources are in McWherter Library or available electronically.

[Libraries - Libraries - The University of Memphis](#)

[Parking Services](#)

Parking services is located at 120 Zach Curlin Parking Garage and can be contacted at (901) 678-2212. Parking services offers general permit parking, priority permit parking, and visitor parking. See

<http://bf.memphis.edu/parking/> for more information.

[Police Services](#)

Police Services is dedicated to making The University of Memphis a safe place to learn and work. The emergency number is (901) 678-HELP (4357). For non-emergency calls, the number is (901) 678-3848.

Also, Police Services offers the Tiger Patrol Escort Program from 6:00 pm to 2:00 am. To request an escort, call 678-HOME (4663). **UofM Alert** powered by Everbridge is used to make sure you know about issues that may affect your safety. This system allows the UofM to contact thousands of campus community members in seconds so you can find out about an emergency right away.

[Student Health Services](#)

Student Health Services is located on the main campus at 3770 Desoto Avenue, south of McWherter Library. Student Health Services treats short-term acute illnesses and injuries and includes a family

planning clinic. For more information about Student Health Services, visit [Welcome to the Student Health Center! - Student Health Center - The University of Memphis](#)

Tiger Fund\$

A Tiger Fund\$ account is a money management system activated by your University ID card that is available to all students, faculty, and staff. Once you have made a deposit into your personal Tiger Fund\$ account, you simply present your University ID card to pay for meals at campus dining locations or to purchase books, supplies, and personal items at the University Store. You can also use your card in copier machines and for services at the Health Center and the Bursar's Office.

Deposits to your Tiger Fund\$ account can be made by cash, check, or credit card (Visa, MasterCard, Discover, American Express) at the Bursar's Office (Customer Service Windows, 1st floor, Wilder Tower) or through Blackboard Card Management Centers located in the McWherter Library, the Law Library, the Tiger Copy & Graphics Center, the Learning Resource Center, and the Speech and Hearing Center. Excess funds from financial aid/scholarships can also be deposited to your Tiger Fund\$ account by completing an Authorization to Transfer Financial Aid/Scholarships to Tiger Fund\$ form in the Bursar's Office, 115 Wilder Tower.

Description of Social Work Courses

SWRK 2010 /Introduction to the Social Work Profession and Practice (3 hrs.):

This is the first course used to provide an introductory understanding of the history and development of the social work profession. This course traces the development of the profession from its roots in Judeo-Christian philosophy and western European thought. The course provides information on the many facets of the profession including methods of intervention; fields of practice; settings in which social work is practiced; the problem-solving process; and the many social problems areas addressed by social workers. Issues around the development of a professional identity and organizations helpful to social work professionals also are provided. Important components of micro, mezzo, and macro social work practice including research, community and organization development, social action and planning are covered. The overall purpose is to introduce both majors and non-majors to the social work profession and to provide a foundation for generalist practice. This course has 30 hours of service-learning activity embedded into the course.

It is impossible to discuss the development of the social work profession in American society without recognition of the disproportionate burden carried by minority and oppressed groups in society. Racism, ethnocentrism, sexism, ageism, homophobia, discrimination towards those with physical or mental disabilities or based on regionalism or religion (among other forms of prejudice and discrimination) all contribute to the understanding of social problems and influence social policy which is established to ameliorate them. This understanding of social stratification and its influence on social work is a critical part of this course. The effects of institutional racism, sexism, and classism are discussed throughout this course.

This class includes an assignment that requires the student to complete a minimum of 30 hours of service-learning hours in a social service agency in the community. The student will utilize a portion of the class session to obtain the needed service-learning hours for this assignment.

SWRK 2011: Writing for Social Work (3 hrs.)

Overview of the writing and documentation methods used by social workers; emphasizes the process of critical thinking, and the development of effective writing skills required for generalist social work practice.

SWRK 3010 (Previously SWRK 2911) / Social Response to Human Need (3 hrs.):

This course is intended to provide an introductory understanding of the place that social policy and social welfare services play in addressing human and societal needs. Its focus is to provide an historical overview of ways in which society has addressed various social problems and the role of the profession of social work in society's attempts to address these problems.

Attention is given to establishing a foundation for understanding the mixed welfare economy in which our society makes decisions regarding what services to provide and how those services are given for assisting those who are in need. Comparisons with other cultures and societies offer contrast to help the student better understand the issues related to policy decision-making and implementation. The opportunity to examine policies related to specific areas of need in the realm of social welfare provides a broad overview of the vast impact that social policy has on peoples' lives. PREREQUISITE OR COREQUISITE: SWRK 2010.

This class includes an assignment that requires the student to complete a minimum of 30 hours of service-learning hours in a social service agency in the community. The student will utilize a portion of the class session to obtain the needed service-learning hours for this assignment.

SWRK 3902 / Human Behavior and the Social Environment (3 hrs.):

This course provides a multidimensional understanding of person-in-environment relationships. An ecological/systems framework, together with a developmental approach, is used to provide an interactional understanding of human behavior. Life span development from conception to old age is examined. The course focuses on theories and knowledge related to biological, sociological, psychological, and cultural influences across the life span. Issues of human diversity (i.e., race, ethnicity, class, gender, and sexual orientation) are highlighted as integral parts of the knowledge base necessary for understanding human behavior and working with persons in the context of their social environments.

This course provides a knowledge base upon which to build assessment skills, intervention skills, and prevention skills necessary for generalist practice. This knowledge base is achieved through identifying biological, psychological, and socio-cultural variables, which influence human development over the life cycle. The impact of the family, social groups, organizations, communities, and society on individuals also is discussed. Students explore how social and economic

forces influence social systems through self-exploration and analysis of their person-in-environment transactions and relationships. PREREQUISITE: SWRK 2010; COREQUISITE: SWRK 3010 or permission of BA program coordinator.

SWRK 3903 / Social Work Practice I (4 hrs.):

This is the first in a series of three social work practice courses. This course includes 50 hours of service learning as part of the class. The practice sequence in which the generalist model of practice is taught addresses the basic knowledge, values and skills that are the core elements of social work practice. The content of the practice sequence expounds on the problem-solving method as applied in a systems/ecological framework and is predicated on the idea that social workers must be able to intervene effectively at the micro, mezzo, and macro levels of human interaction and in a variety of settings. Practice I has as its major focus the individual as client (micro level of intervention).

In this course, students develop knowledge, skills, and values for gathering and evaluating data, effective interviewing, and planning intervention alternatives. The course focuses on developing a solid foundation for competent entry level practice with individuals. The course addresses: the fundamental elements of social work practice, the problem-solving/change process, the generalist model for social work practice, basic cognitive and behavioral skills essential to practice, cultural knowledge and sensitivity to human diversity, ethics, and development of the professional self. PREREQUISITE: SWRK 2010, SWRK 2011, SWRK 3010, SWRK, and SWRK 3902, or permission of BA program coordinator.

This class includes an assignment that requires the student to complete a minimum of 50 hours of service-learning hours in a social service agency in the community. The student will utilize a portion of the class session to obtain the needed service-learning hours for this assignment.

SWRK 3904 / Social Work Practice II (3 hrs.):

Practice II expands on the concepts and principles presented in Practice I and provides students with the knowledge and skills necessary for assessment and intervention at the mezzo level (working with families and groups). This class includes service-learning hours where students will facilitate groups in local schools. An understanding of group and family dynamics and processes guides students in developing the skills required to effectively intervene at this level.

This course presents different models and theories within which social work

skills can be utilized and introduces a case management perspective for serving client systems' needs. The course also introduces students to a selection of problems that undoubtedly will be encountered in generalist social work practice: child neglect and physical and sexual abuse; domestic violence; substance abuse; severe and persistent mental illness, and elder abuse. This course is a continuation of SWRK 3903, with emphasis on application of theory through assessment, intervention planning, use of community resources, case analysis, and the multiple functions of social workers. The course focuses on theories and application of group dynamics and the roles of the social worker in providing leadership in these types of settings. PREREQUISITE: SWRK 2010, SWRK 2011, SWRK 3010, SWRK 3902, and SWRK 3903.

This class includes an assignment that requires the student to complete a minimum of 30 hours of service-learning hours in a social service agency in the community. The student will utilize a portion of the class session to obtain the needed service-learning hours for this assignment.

SWRK 3906 / Social Work Practice III (3 hrs.):

Practice III is the third course in the social work practice sequence, focusing on the enhancement of the functioning of communities, organizations, and institutions. This course focuses on intervention with macro-level client systems, including organizations, communities, and institutions. Topics to be addressed include definitions of community and community competence, models of community organization, organizational structure, administrative and leadership roles as macro practice roles.

The School of Social Work emphasizes the importance of public policy in its mission statement. Consequently, the course provides students opportunities to practice macro skills through participation in macro level activities with grassroots organizations, communities, and political entities in both urban and rural settings. PREREQUISITE: SWRK 2010, SWRK 2011, SWRK 3010, SWRK 3902 and SWRK 3903.

This class includes an assignment that requires the student to complete a minimum of 30 hours of service-learning hours in a social service agency in the community. The student will utilize a portion of the class session to obtain the needed service-learning hours for this assignment.

SWRK 3920 / Social Welfare Policies and Programs: Theory and Application (3 hrs.):

The second welfare policy course connects policy content and issues to the delivery of benefits and services in the practice of social workers. The first unit of the course focuses on preliminary matters to set the stage for further discussion of policy and macro services. As creators and implementers of policy, social workers must see that the world of policy is not apart from practice; rather, that practice is the implementation of policy decisions. While many of the topics covered can also be applicable to sociology, political science and business classes, the social work undergraduate should appreciate the commonality among disciplines, while at the same time viewing these discussions from a social work perspective. Among the concepts discussed in the first unit of the course are politics as an inherent variable in macro practice, macro practice roles in the public arena, public policy creation, and policy analysis.

The middle of the course is devoted to an overview of social welfare policy development and methods; programs resulting from these efforts; influence of competing value orientations; exposure to differing models of policy analysis; and implications for professional practice, including the role of social work in developing, implementing, and evaluating social programs. An important requirement of the course is active planning and participation in the NASW-sponsored Social Work Day on the Hill activities at the state capital in semesters that apply.

The final unit looks at macro issues in action via at-risk populations. The interface between governmental policies and organizational implementation are discussed, especially with respect to potential societal and professional value conflicts. PREREQUISITE: SWRK 2010, SWRK 2011, and SWRK 3010.

SWRK 3930 / Social Work Research (3 hrs.):

This course covers basic social science methods as it relates to social work. Students gain the basic methodological foundation they need to obtain advanced research skills in graduate courses, and for completion of the field placement senior seminar project. Students learn to apply the scientific method to social work intervention and evaluation of programs. The course examines foundation level principles and processes of social work research as applied to the generalist practice of social work. It is based on the premise that research is the basis for the generation of knowledge and supports the activities of the profession. The course is designed to enable students to acquire both a basic understanding and

skills in general research methods.

This course primarily prepares students for three roles: (1) to be a critical consumer of social work research, (2) to be an active participant in empirical inquiries, and (3) to be an evaluator of one's own practice. Linkage between this course and other courses in both the liberal arts and undergraduate social work programs occurs throughout the course via application of philosophical concerns such as logic (rational thinking), literature critiques, examples of research questions and designs in other disciplines, as well as a research project that either employs quantitative, qualitative, or mixed methodologies. At the conclusion of the course, students should have sufficient knowledge to participate actively in the generation and implementation of research. PREREQUISITE: SWRK 2010, SWRK 2011, and SWRK 3010. COREQUISITE: SOCI 3311.

SWRK 4060 / Social Work Practice in Integrated Health Care (3hrs):

The objective of this course is to introduce social work students to the direct practice of integrated behavioral health in primary care. Students will become knowledgeable of the roles of behavioral health providers working in primary care settings, theories and models of care, and cross-cultural issues. They will develop skills in engagement, assessment, intervention planning and implementation, and practice evaluation. Because the populations served in primary care settings span the spectrum of severity in both the physical and behavioral health dimensions, students will develop competencies in engaging and supporting patients across a range of health conditions.

The course will introduce students to the essential practice skills needed to effectively address the challenges of integrating services, care, and support for persons with health, mental health, and substance use problems. Students will become fluent in the language and culture of health and will develop a working knowledge of a wide variety of chronic health conditions. Students will examine the challenges of multidisciplinary team practice and current best practices for effective interventions. Throughout the course, students will critique behavior change theories, practice models, and evidence-based interventions for their utility in an integrated healthcare system. Building on the student's foundational knowledge of general practice skills (engagement, screening, comprehensive assessment, treatment planning, documentation, and evaluation) this course will emphasize practice skills and implementation of approaches designed to enhance effective communication, consumer engagement, motivation, and empowerment with clients and as a member of a collaborative health care team. Using case vignettes, role plays and small group activities, students will gain experience and skills necessary to be effective in a variety of roles in primary

care behavioral health (care managers, health coaches, patient advocates, counselors, team leaders). Finally, students will increase their knowledge of complementary and alternative therapies and the importance of self-care as healthcare professionals. PREREQUISITE: Senior-and approval of the instructor.

SWRK 4061 Substance Abuse Treatment (3 hrs.):

This course is an elective course. This course is intended to prepare students for evidence-based practice in the field of substance abuse treatment. The course will present an integrative biopsychosocial model for the understanding and treatment of substance abuse. Course content includes an overview of the history of substance abuse, a review of models of addiction, a multidimensional model of the addiction process, the physiological effects of commonly abused substances, assessment and diagnosis of substance abuse disorders, and specific, evidence-based interventions adolescent and adult clients. PREREQUISITE: Senior and approval of the instructor.

SWRK 4365 / ST: Man, Masculinity & Health Male Youth Development (3hrs):

This course examines the range and diversity of contemporary male social roles and experiences of boys, adolescent males, and adult men within U.S. families, communities, and society. The historical context of these descendants of immigrants, refugees, enslaved Africans and first citizens residing in the United States will be explored utilizing theory and research that seeks to explain evolving American ideals about social justice and the strengths and limitations of Western Eurocentric thoughts about normative and social role development within an evolving multi-racial, multi-ethnic, and multi-cultural society.

SWRK 4612 / ST: Violence Across the Lifespan (3hrs):

This elective course builds on foundational competencies, behaviors, and skills to help students develop specialized knowledge and skills for working with families who have experienced violence. The emphasis of the course is research informed practice with families who have experienced violence within the family (e.g., child abuse/neglect, intimate partner violence [IPV], sexual abuse, and elder abuse). Special attention is given to clinician self-care.

SWRK 4615 / Introduction to Infant Mental Health (3hrs):

This course is designed to provide students with foundational knowledge for relationship-based work with children ages 0 – 5 and their caregivers. The course will also contribute to student's progress in meeting the requirements for Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting

Infant Mental Health (IMH-E®).

SWRK 4830 / Field Instruction I (3 hrs.) and SWRK 4831 / Field Instruction II (4 hrs.):

The undergraduate social work field placement is designed to provide students with the experience of generalist social work practice. Students are required to complete a comprehensive field placement. The field placement is arranged by the Director of Field Placement. While student interest is considered when selecting a field site, students are not allowed to develop their own field site arrangements. Students apply for field placement the semester before they complete all other academic requirements.

Social service and social welfare agencies within the metropolitan area are the sites for the field placements. The agencies cover such diverse human services as the following: child welfare; shelters and counseling centers for victims of domestic violence; court advocacy programs for victims of domestic violence; milieu settings for people with severe and persistent mental illness; hospital social work; substance abuse rehabilitation programs; advocacy and counseling for elders, including elders who have mental illness; and community organization.

During Field Instruction I, the student is required to complete 150 hours of internship in the placement setting; during Field Instruction II, the student is required to complete an additional 250 hours of internship in the placement setting. Field placement can be completed in two ways; 1) as a block placement over one semester or 2) over two semesters. Field programming (courses and internship) must be completed in consecutive semesters if choosing a two-semester process. In rare cases this requirement may be waived at the discretion of the school chair and the field director. Students applying for field as a block must have an overall GPA of 3.25. Students completing a block placement must complete the entire 460 field hours in one semester.

After Summer 2017, there will no longer be Summer Block options for students. This is an intense field programming and requires great time management and organization on the part of the student. Students must discuss their interest in a block placement with the Field Director, and a decision will be made based on student's current and past performance in coursework. A block placement is not guaranteed and is up to the discretion of the Field Director and based on agency placement availability.

A failing grade in either semester of field placement will require that the student repeat both semesters of field. A failing grade in field also will require an automatic review by the Committee on Student Affairs. For a detailed

description of the field placement process please review the field manual.
SWRK 4830 PREREQUISITE: SWRK 3904, SWRK 3906, and SWRK 3920.
COREQUISITE: SWRK 4840 High Impact Practice Code: Service Learning

SWRK 4831/ PREREQUISITE: SWRK 4830 and SWRK 4840. COREQUISITE: SWRK 4841. ***For DCS certification students, SWRK 4934 and SWRK 4935 are required prerequisites for both field instruction courses.

SWRK 4833 / Religion/Spirituality SWRK Practice (3 hrs.):

Importance of religion and spirituality in shaping belief systems; psychosocial development; development of social policy; significance of religious institutions in providing social services; examines how religion and spirituality influence the individual, family, community.

SWRK 4840 / Integrative Field Seminar I (3 hrs.) and SWRK 4841 / Integrative Field Seminar II (3 hrs.):

The seminar courses provide the framework and support for a capstone educational experience in the undergraduate social work program. The seminars are designed to enhance the integration of theory and practice, to provide support for the student's field experience, to strengthen identification with the social work profession, and to facilitate the transition from student to professional practitioner.

The social work program at the University of Memphis focuses on multilevel interventions including those with micro systems (individual and couples), mezzo systems (families and groups), and macro systems (organizations, institutions, communities, regions, and nations). The program defines generalist social work practice as a comprehensive orientation to all client problems, and a comprehensive approach to the range of client systems. Generalist social work practitioners must be prepared to intervene in all the systems that engage in clients' problems. The seminar courses help the students with this integration.

The course assignments for Field Instruction in Social Work I and II (SWRK 4830 and SWRK 4831) and for the Integrative Field Seminars I and II (SWRK 4840 and SWRK 4841) are consistent with the program mission, goals, and objectives and with the social work profession. These courses are intended to help students integrate and apply the information, skills, and techniques that they have learned in the classroom to real life social work clients and situations.

SWRK 4840 PREREQUISITE: SWRK 3904, SWRK 3906, SWRK 3930. COREQUISITE: SWRK 4830 ***For DCS certification students, SWRK 4934 and SWRK 4935 are

perquisite requirements.

SWRK 4841 PREREQUISITE: SWRK 3930, SWRK 4830 & SWRK 4840. COREQUISITE: SWRK 4831.

SWRK 4934 / Child Welfare I (3 hrs.):

This course is designed to prepare students for entry-level child welfare practice. A focus on best practices will increase students' knowledge and skills for evidence-based, culturally competent, strengths-based, and family-centered child welfare practice.

The objectives of this course are to provide students the opportunity to understand and analyze:

- The current and historical context of child welfare policies and programs in Tennessee and the United States;
- The relationship of racism and poverty to child welfare;
- The impact of child abuse, neglect, and co-occurring issues on children and families;
- Attachment theory and its implications in child psychosocial development and in child welfare practice;
- Systems theory as it applies to families and child welfare practice;
- The Guiding Principles of the Tennessee Department of Children's Services practice model with particular attention to:
 - the "one child-one worker" seamless service delivery system
 - permanency planning and the use of "concurrent planning" for permanency
 - family-centered practice and engaging families
 - the strengths perspective as basis for assessment
 - the use of "child and family team meetings"
 - culturally competent child welfare practice
- State and federal policies and programs that outline the scope of practice in child protective services (CPS), foster care services, adoptions, and juvenile justice.
- PREREQUISITE: SWRK 2010 and SWRK 3010. COREQUISITE: SWRK 3920.

***For DCS certification students, SWRK 4934 is required.

SWRK 4935 / Child Welfare II (3 hrs.):

This course is the second in a series of two courses offered as part of the Tennessee Child Welfare Certification Program. It is designed to assist students in acquiring the practice skills to become culturally competent child welfare workers. The course will analyze the practices of various human/social service agencies aimed at case management, out of home care, treatment, and rehabilitative services aimed at children, youth, and families. The role of social services in the broad context of formal and informal systems that influence the life course of the child will be addressed.

Emphasis will be placed on the services provided by community-based agencies, child welfare services and the juvenile justice system. Additional emphasis will be given to prepare the students for work with multicultural populations including consumers of different ages, races, cultures, socioeconomic status, and sexual orientations. The student will be prepared to meet ethical issues that social workers face in Child Welfare settings.

In taking this course, the student will develop the ability to provide intervention and treatment as an entry-level child welfare worker and to evaluate the effectiveness and appropriateness of child welfare programs and interventions with client populations. PREREQUISITE: SWRK 2010 and 3010. COREQUISITE: SWRK 3903***For DCS certification students, SWRK 4935 is required.

SWRK 4937/6937 / School Social Work (3 hrs.):

This course is taught jointly to students in both the undergraduate (4937) and the graduate (6937) social work programs. The purpose of the course is to develop the knowledge and skills necessary for successful and competent social work in public schools. The course covers the varied roles and functions of school social workers in their practice with diverse groups of students, families, school personnel, and diverse communities. It emphasizes best practices in assessing, intervening, and evaluating social work practice across all system levels. Only students who have registered acceptable scores on the Pre-Professional Skills Test (PPST) are eligible to receive a permit to take this class.

PREREQUISITE: SWRK 2010 and SWRK 3010 and SWRK 3920.

SWRK 4939 / Mental Health Concept (3 hrs.):

Definition, assessment, and classification of mental disorders, psychopathology, and basic psychotherapeutic and psychopharmacological treatment approaches; dangers of diagnosing in terms of labeling, stereotyping, and stigmatizing; impact of social and economic injustice on the mentally ill. PREREQUISITE: SWRK 2010, SWRK 3010, and SWRK 3902.

SWRK 4944/6944 Encountering Poverty (3 hrs.):

This 4000/6000 level elective course allows students to understand poverty concepts and theories, and to explore poverty in rural areas and urban centers from the global level to the local level. Students are exposed to the realities of poverty and examine the role of power in shaping the social, economic, and military policies that result in poverty and social exclusion. The strengths and weaknesses of various approaches to policy development and analysis are explored. This course may not be repeated.

SWRK 4945 / Social Work in Paris (3 hrs.):

This 4000/6000 level elective study-abroad course will allow students to learn about the French social welfare system, the profession of Social Work, social work service delivery, and French culture and contextualizing factors through a one-month immersion course in Paris, France, delivered in partnership with L'Ecole Pratique de Service Social. Students will compare and contrast the French and American social welfare systems and develop projects for social change. This course may not be repeated.

SWRK 4946 / Grief and Loss (3 hrs.):

Grief and Loss are an asynchronous online elective designed to enhance the content of the core social work curriculum. Students will be exposed to issues of loss and grief experienced by individuals across the life span. The focus is on normal and unresolved grief and loss as well as a variety of factors that facilitate and/or impede the ability to function after loss. Assessment skills and therapeutic interventions will be explored. Issues regarding values and ethics, cultural diversity, and populations at risk, as they relate to loss and grief, will be interspersed throughout the course.

Appendix A

BASW Application Process

Social Work (SWRK) Major

Students are admitted to the major of social work (SWRK) only after they have satisfactorily completed (with at least a grade of C-) SWRK 2010, and SWRK 2011, or the equivalent of those courses (if the student has taken social work courses at other institutions of higher education). Specific admissions requirements include:

1. Completion of SWRK 2010 & SWRK 2011 courses.
2. Completion of 30 clock hours as a volunteer in one or more social service agencies.
3. Completion of the School of Social Work application (SWRK 2011).
4. Faculty review of application to identify potential and suitability for the social work profession.
5. Letter sent to student to notify of program acceptance decision. Options include denial, conditional admission, or admission.
6. Applications remain active for one year from the date of submission.
7. The Department Chair reviews all denied applications.
8. Conditional Admission requires a second submission to be reviewed by initial faculty reviewer or program director.
9. A third review of the same application will be sent to the Department Chair for review.
10. Students unable to receive timely program acceptance will be advised to consider the social work minor or a different program of study.
11. Students can take up to 12 core Social Work credit hours before applying to the Social Work major. You must have a C- or higher in SWRK 2010 and SWRK 2011 to apply to the Social Work major.
12. Removal of any grades below C-** in required social work courses prior to admission. ** Successful student progression in the major requires each student to earn a minimum grade of "C-" in all required courses for the social work major. Students repeating two required classroom courses for the major or in field instruction will have an academic review by school faculty prior to progressing in the major.