



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

COLLEGE OF SOCIAL WORK

2023-2024
DSW
Student
Handbook

Cohorts 2024

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Greetings DSW Students,

Welcome to our DSW program at University of Tennessee! We congratulate you on your decision to undertake this challenging and rewarding endeavor, which will undoubtedly change your life. The faculty, staff, and administration of the College of Social Work are pleased to join with you on this journey dedicated to learning, and we are committed to making this an outstanding educational experience.

We will actively support your efforts to achieve the goal of becoming practitioner-scholars in our field of social work. Begin by building relationships with your cohort of fellow students and engaging with faculty, and you will have resources to draw on both now and in the future. We hope you will explore how your professional interests overlap with our faculty and build connections along the way. This handbook is filled with helpful information to become knowledgeable about your pathway through the program. When you are looking for answers to common questions, your DSW Handbook is your best source of DSW policies and procedures, professional and academic standards, curriculum requirements, research projects, and advancement policies.

We are committed to providing you with a high-quality educational experience and dedicated to creating a collegial school environment that embraces diversity, equity and and inclusion. We pledge to support you to develop your critical thinking, advanced clinical practice and leadership skills that will result in your becoming practitioner-scholars. We are dedicated to creating an inclusive learning community, an opportunity for rigorous inquiry, and sparking the leadership potential of our students. I look forward to getting to know you and to supporting your professional development and success.

Sincerely,

A handwritten signature in cursive script that reads "Sharon E. Bowland". The ink is dark, and the signature is fluid and legible.

Sharon Elizabeth "Lizzie" Bowland, LCSW, PhD
Associate Professor, DSW Program Director

College of Social Work: Vision, Mission, and Values

Overview of the College of Social Work

The University of Tennessee, Knoxville is the official land-grant institution for the state. It is a comprehensive institution offering a wide variety of graduate and undergraduate programs. The UTK College of Social Work has four academic programs (BSW, MSSW, DSW and PhD) as well as a Social Work Office of Research and Public Service and a Center for Behavioral Health Research.

Vision

Thriving communities with equitable outcomes for all.

Mission

Pursuing a more socially just society through education, scholarship, and engagement.

To do this, we...

...equip professional social workers with the knowledge and skills to facilitate well-being and equity.

...conduct groundbreaking, interdisciplinary research that informs policy and practice.

...build partnerships that leverage our resources to improve lives in Tennessee and beyond.

Values

Innovation: Committing to a spirit of continual learning and creativity in education, scholarship, engagement, and administration.

Respect: Recognizing and honoring the dignity, value, and well-being of each person, in all of their identities and interests.

Empathy: Informing action with curiosity and understanding.

Inclusion: Equipping programs and decision-makers to provide equitable access to opportunities and resources.

Collaboration: Building authentic, mutually beneficial relationships that empower shared success.

Integrity: Exemplifying transparency, accuracy, and the highest standards of professional ethics.

Accountability: Holding ourselves and one other responsible for living into our shared values.

Introduction From The Graduate School

In order to serve the mission and vision of the Graduate School and preserve the integrity of Graduate Programs at the University of Tennessee, Knoxville, information related to the process of graduate education in each department is to be provided for all graduate students.

Based on Best Practices offered by the Council of Graduate Schools, it is important that detailed articulation of the information specific to the graduate degrees offered in each department/program be disseminated.

The Department Graduate Handbook does not deviate from established Graduate School Policies noted in the Graduate Catalog, but rather provides the specific ways in which those policies are carried out.

The Graduate Catalog

The Graduate Catalog represents the offerings and requirements in effect at the time of publication, but there is no guarantee that they will not be changed or revoked. The course offerings and requirements of the institution are continually under examination and revision. However, adequate and reasonable notice will be given to students affected by any change. This catalog is not intended to state contractual terms and should not be regarded as a contract between the student and the institution. The institution reserves the right to change any provision, offering, or requirement to be effective when determined by the institution. These changes will govern current and readmitted students. Enrollment of all students is subject to these conditions. The current catalog should be referred to during each year of study. The university further reserves the right to dismiss a student from the university for any cause at any time.

Student Responsibility

Graduate students must assume full responsibility for knowledge of rules and regulations of the Graduate Council and departmental requirements for the chosen degree program. Any exceptions to the policies stated in the Graduate Catalog must be approved by the Dean of the Graduate School. Individual colleges and departments may have requirements beyond the minimum established by the Graduate Council. A calendar of deadlines and policies and procedures for graduate programs are found on the [Graduate School website](#). A statement of graduate students' rights and responsibilities is included with the admission notification.

Current information about the university can also be found at the below:

[The University of Tennessee Homepage](#)

[Hilltopics Student Handbook](#)

[The Graduate School](#)

[Graduate Admissions](#)

[Office of the University Registrar](#)

[Office of the Bursar](#)

[Office of Financial Aid and Scholarships](#)

[Center for International Education](#)

[Student Counseling Center](#)

[Student Disability Services](#)

[Office of Information Technology](#)

[Student Health Center](#)

[University Libraries](#)

PURPOSE OF DSW HANDBOOK

The purpose of this handbook is to familiarize DSW students with procedures, policies, and requirements of the DSW program. In addition, it provides information regarding admission, registration, advising, financial assistance, and other pertinent information.

This handbook is meant to supplement the policies and procedures in the Graduate Catalog and *Hilltopics*. **Graduate students are expected to be familiar with and satisfy all regulations governing their work and study at the university.** If information is unavailable or lacks clarity, the student should immediately reach out their DSW Capstone Committee chair, or DSW program director.

For additional information please refer to the [Graduate Catalog](#), [Hilltopics](#), and to the publications on the [Appeals Procedures](#). Many rules and regulations govern a student's progress through the doctoral program; for the most part, requirements and deadlines are firm with few if any exceptions allowed. However, there may be extenuating circumstances which might justify modification of these requirements and deadlines. If a student feels that special consideration should be given to their situation, they should discuss the matter with the DSW program director, who can determine whether or not the DSW Program Committee or the Graduate School should be petitioned.

Changes in Curriculum Requirements

This Handbook represents the offerings and requirements in effect at the time of publication, but there is no guarantee that they will not be changed or revoked. The course offerings and the requirements of the institution are continually under examination and revision. However, adequate and reasonable notice will be given to students affected by any changes.

The Handbook is not intended to state contractual terms and should not be regarded as a contract between the student and the institution. The institution reserves the right to change any provision, offering, or requirement to be effective when determined by the institution. These changes will govern current and readmitted students. Enrollment of all students is subject to these conditions. Current University catalogs are available [online](#). The University further reserves the right to dismiss a student from the University for any cause at any time.

THE DSW PROGRAM

Program Mission

The DSW program in the College of Social Work at The University of Tennessee Knoxville (UTK) fosters diverse groups of forward-looking MSW/MSSW practitioners interested in advancing their clinical practice, scholarship and leadership. Doctor of Social Work (DSW) practitioner-scholars are committed to generating a more inclusive, equitable and just society through dynamic leadership in their fields of practice that improves the social services and health of all persons in their communities. Upon completing this program, DSW graduates are able to draw on a range of inclusive empirical, theoretical, and emerging client-centered sources of knowledge to bring about anti-oppressive, anti-racist and anti-stigmatizing innovations in social work.

Program Goals

- (1) The program will train students to understand and critically apply knowledge from neurobehavioral science and research informed advanced clinical practice to address the socio-emotional and physical health of the community, with particular focus on including under-resourced groups.
- (2) The program will mentor students to demonstrate the evidence-based practice process through designing and executing a research project, with particular consideration of conducting anti-oppressive research.
- (3) The program will instill in students the ability to translate research evidence into anti-oppressive advanced clinical and leadership practice settings.

Upon completing this program, DSW graduates are able to draw on a range of inclusive empirical, theoretical, professional and client-centered sources of knowledge to bring about anti-oppressive/anti-racist innovations in social policy and community practice. Writing and scholarship expansion leads DSW trained practitioner-scholars to write proposals, papers, and grants. They develop the capacity to disseminate their creative work through multiple channels, such as teaching/training, professional presentations, publications, mentoring, and administration.

The DSW is a professional practice degree to enhance community-level resources. The degree is not intended to prepare students for academic careers as researchers. Instead, it is designed to prepare MSW/MSSW practitioners, experienced at the master's level in social work, for advanced clinical practice, translational research and advanced practice leadership. Geared towards working professionals in the community, the DSW is an intensive accelerated program that enables students to satisfy all degree requirements in three years, without career disruption. The program is designed for the development of advanced clinical skills in the practitioners' current area of practice, including mental health, medical social work, trauma, substance abuse, gerontology, child welfare, developmental and physical disabilities, practice with military and veterans and their families, and other established or emerging areas.

Admission to the DSW Program

Applicants apply for admission through the [Office of Graduate Admissions](#).

Application requirements include the completed Graduate Admissions application, a nonrefundable \$60 application fee, official transcripts of all undergraduate and graduate work, the DSW professional statement, resume, and three letters of recommendation/evaluation forms. Applicants may also submit an optional writing sample.

Admission Requirements

Admission to the DSW program is based on the following requirements:

1. A bachelor's degree from a college or university accredited by the appropriate regional accrediting agency or foreign equivalent.
2. U.S. degree holders must have a minimum GPA of 2.7 out of a possible 4.0 on all undergraduate work and a minimum GPA of 3.0 out of a possible 4.0 on all previous graduate work. Individuals with degrees from foreign institutions must have a minimum of 3.0 on a 4.0 scale on all undergraduate work and a minimum of 3.3 on a 4.0 scale on all previous graduate work.
3. A Master's degree in social work from a program accredited by the Council on Social Work Education. Applicants from international programs will be reviewed on an individual basis.
4. Have three years of post-MSSW/MSW clinical practice experience.
5. Have a minimum cumulative grade-point average of 3.0 on a 4.0 scale for previous graduate work.
6. Have achieved a competitive score on the Graduate Record Examination. The GRE must have been taken within the last 5 years. *This requirement is currently suspended due to the pandemic and may be reconsidered for cohorts beginning 2024 or later.*
7. Have TOEFL scores of at least 80 or a 6.5 band score on the IELTS if native language is not English. See Graduate School's admissions requirements for international students [here](#).
8. Demonstrable information technology skills.

Previous Work and/or Life Experience

The DSW program does not grant course credit for previous work or life experience. Applicants and other constituents are informed as the statement is included in [admissions information](#) the program website.

Curriculum

The following courses are required for all students over the course of eight semesters. Two courses are taken each semester with each new cohort beginning in fall term only. Courses listed below represent the sequence for the cohorts that began in 2020 and 2021 and will graduate in 2023 and 2024, respectively. Students in the cohorts graduating in 2023 and 2024 should refer to Appendix D for clarifications on the Capstone Process. Students must successfully complete all courses listed below before defending the Capstone II research project paper.

No courses taken at other universities may be substituted for DSW courses without approval of the DSW Program Committee.

DSW Curriculum Requirements (Listed in Order)	
Neuroscience for Clinical Practice	3
Epistemology and Clinical Evidence-Based Practice	3
Psychopathology and Psychopharmacology	3
Clinical Research and Applied Statistics	3
Cognitive Behavioral Therapy I	3
Interpersonal Psychotherapy	3
DSW Capstone I	3
Cognitive Behavioral Therapy II	3
Clinical Management	3
Translational Research	3
Advanced Evidence-Based Practice for Addictions and Dual Diagnosis Treatment	3
Individual Group Practice with Diverse Populations in Complex Systems	3
Clinical Leadership	3
Trauma-Focused Interventions	3
Emergent Intervention Methods for Complex Populations	3
DSW Capstone II	3
Total DSW Program Hours	48

Course Descriptions

YEAR 1

Semester 1--Fall

- **607 Neuroscience for Clinical Practice (3)**
Provides a neuroscience framework for understanding lifespan development, trauma, addictions and other mental health disorders, psychotropic medications, and attachment.
- **609 Epistemology & Clinical EBP Methods (3)**
Examines the foundations of knowledge, tools to find resources, design tailored interventions, and implement evidence-based interventions and evidence supported common therapeutic factors.

Semester 2--Spring

- **615 Psychopathology and Psychopharmacology (3)**
Examines psychopharmacological interventions for psychopathological conditions across the lifespan.
- **620 Clinical Research and Applied Statistics (3)**
Explores the use of quantitative and qualitative research methods and applied statistics in clinical research.

Semester 3--Summer

- **610 Cognitive Behavioral Therapy I (3)**
Reviews theoretical underpinnings of CBT (behavioral, social learning, cognitive, acceptance based / mindfulness), development of case conceptualizations, and technique development.
- **614 Interpersonal Psychotherapy (3)**
Examines the role of interpersonal and psychodynamic processes in biopsychosocial problems. Provides the theoretical and clinical framework of Interpersonal Psychotherapy, a time-limited, structured psychotherapy. Develops and enhances clinician technical skills to improve client's interpersonal relationships.

YEAR 2

Semester 4--Fall

- **624 DSW Capstone I (3)**
Preparation of a publishable paper that includes 1) selection of a biopsychosocial problem experienced by a specific population served in student's current practice, 2) addresses the empirical and theoretical understanding of the etiology, 3) reviews the array of possible evidence-based interventions and the demonstrated outcomes.
- **611 Cognitive Behavioral Therapy II (3)**
Advanced practice course that covers specific protocols and CBT interventions for specific disorders.

Semester 5--Spring

- **617 Clinical Management (3)**
Examines principles of leadership and management; Management practice (employee supervision and evaluation; conflict resolution); Strategic planning; Program design and development; Financial management (budgeting, cost/benefit analysis); Resource development; and Informatics.
- **622 Translational Research (3)**
Examines methods for implementing practice evaluations of evidence-based practices in clinical settings.

Semester 6--Summer

- **616 Advanced EBP for Addictions and Dual Diagnosis Treatment (3)**
Examines the interaction of addictive and other mental health disorders. Particular focus is placed on case-conceptualization, assessment, and intervention with multiply diagnosed clients.
- **619 Individual/Group Practice with Diverse Populations in Complex Systems (3)**
Examines adaptive evidence-based practice with individuals and groups in service delivery for complex, diverse & multi-problem populations.

YEAR 3

Semester 7--Fall

- **621 Clinical Leadership (3)**
Presents knowledge and skills for effective management of clinical teams, clinical supervision, and educational andragogy.
- **618 Trauma Focused Interventions (3)**
Presents current bio-ecological research findings that inform our understanding of trauma. Emphasis is placed on understanding biopsychosocial influences on the incidence, course and treatment of acute stress and PTSD, and the differential effect of these factors on diverse populations at risk. The course focuses on the acquisition of diagnostic skills as they relate to comprehensive social work assessment of adults, adolescents and children. Assessment and interventions skills will be taught for specific types of trauma, e.g. rape, war, natural disasters. Evidence-based interventions to treat victims of trauma will be presented.

Semester 8--Spring

- **623 Emergent Intervention Methods for Complex Populations (3)**
Presents a review and exploration of emergent and cutting-edge intervention methods and clinical skills.
- **625 DSW Capstone II (3)**
Preparation of a publishable paper reporting the results of student's clinical research study. Student defends their paper at an oral defense.

Core and Sub-Core Requirements

The outlined courses are required for post-MSW students who enroll in the Doctor of Social Work program (48 credits). Courses are listed in the expected sequence of the DSW curriculum.

On-Campus Residency Requirement

Newly admitted students must attend the 3-day orientation prior to attending their first semester of study. 2nd and 3rd year students must attend the annual one-week residency of intensive study and skills practice development. Course credit for the campus residency is awarded as part of the summer courses.

Capstone Projects (Cohort 2024)

Please refer to Appendix D for a detailed description of the Capstone research process.

CAPSTONE I:

Students in DSW Capstone I begin working on their research project by completing a literature review. This tangible and deliverable academic product is derived from the student's practice experience and immersion in the research literature. The Capstone I will encompass preparation of a publishable quality paper that includes 1) selection of a biopsychosocial problem experienced by a specific population served in the student's current practice. 2) addresses the empirical and theoretical understanding of the etiology 3) reviews the array of possible evidence-based interventions and the demonstrated outcomes.

CAPSTONE II:

Students in DSW Capstone II will complete, write-up and defend their research projects. The 20 to 30-page Capstone II research paper should adhere to APA-7 standards, in conformance with manuscripts commonly submitted to peer-reviewed journals. The structure and content of the paper will be determined in collaboration with the student's Capstone II Chair and Committee, but the following outline may serve as a starting point:

Introduction The introduction should contain a statement of the biopsychosocial problem and population of clients of focus. It can also include a brief description of such relevant details as the prevalence and impact of the biopsychosocial problem in the population of interest.

Literature Review This section should provide a brief review of literature relevant to the research questions and/or hypotheses investigated in the Capstone II research project. The review usually concludes with a brief assessment of the current state of the available research (including gaps in the literature) pertaining to the biopsychosocial problem that the Capstone II study addresses. This section frequently ends with a statement of the research questions and/or hypotheses investigated in the student's Capstone II project.

Research Methodology This section of the paper should describe in detail the methodology used in the student's Capstone II research project. This section typically includes sub-sections on: Sampling, measurement, research design, and data analysis methods.

Results This section of the paper presents in detail the results of the student's research. The Results portion of a research paper typically includes sub-sections on: Sample characteristics, results relevant for measurement (including any data analysis results relevant to reliability and validity of the scores obtained from measures used), and results of data analyses with results organized by research questions and/or hypotheses. This section frequently includes tables and figures (such as graphs) that present results.

Discussion, Recommendations for Future Research, Conclusion This section commonly includes consideration of strengths and limitations of the research, implications of the results for the research questions and/or hypotheses that guided the research. The section also discusses implications of the results for future research, for social work practice, and for social policy. It is important to note that all recommendations must be linked to specific research results.

References and Appendices: The reference list should be formatted in APA-7 style and may be followed by Appendices

Capstone Committee Formation and Approval

During the DSW student's Translational Research course (proposal development) in Spring of their second year, students will be matched (cohorts 2024) with a DSW Capstone I Chair based on their research interests and research methods used to complete their projects. There are 3 instructors for Capstone courses who will serve as chairs and seconds on student committees.

The academic committee for the Capstone I and Capstone II projects is composed of a minimum of three doctorally-prepared faculty. One committee member may be a doctorally-prepared faculty member from another academic unit, or external to the University who holds special expertise relative to the Capstone I and II projects.

Students, with Chair support, will find a third committee member who has a substantive interest in their research. Based on the third member having a PhD and a link to their area of interest, the student will secure the CV of the third member.

Committee appointments require approval of the DSW Program Director and the Graduate School.

The DSW Capstone Committee consists of:

1. Committee Chair (from the UT Knoxville College of Social Work)
2. Capstone I instructors (from the UT Knoxville College of Social Work) or other second faculty member from the CSW
3. External committee member (from outside the UT Knoxville College of Social Work) or additional committee member from UT Knoxville College of Social Work)

Students will be admitted to doctoral candidacy after completing the period of residence (defined as 4 consecutive semesters of 6 hours of enrollment) and successfully defending their research proposal.

DSW Program Policy on Degree Completion

Advanced evidence-based practice in clinical social work is based on dynamic and rapidly evolving theoretical, empirical, and clinical practice literature. As such, the expectation is that the research proposal be completed and successfully defended by the end of the course in which it is completed. Should an extraordinary circumstance lead to an "I" in any course in this curriculum, the student must successfully complete the incomplete within 1 calendar year of the course, including Capstone I & Capstone II. All DSW degree requirements must be completed within five years of a student's first enrollment in the DSW program.

ACADEMIC POLICIES AND PROCEDURES

Registration for Courses

All students are required to register online. Instructions for registering are found on the [University's One Stop](#). Once on the One Stop web page follow the instructions in the box titled "How to Register" that takes you through the registration process. If you have any questions about registering for your classes, please call the doctoral program support staff at (865) 974-6481.

Note: The normal maximum course load for graduate students is 15 hours per semester with 9 hours considered a full load; however, in the DSW 6 hours is considered a full load.

Grades, Grading, and Grade Point Averages (GPA)

The College of Social Work follows the regulations found in the University of Tennessee, Knoxville [Graduate Catalog](#) in relation to grades and grading. The following paragraphs briefly explain these grading policies.

A cumulative grade point average of 3.0 is required on all graduate course work taken at the University of Tennessee, Knoxville to remain in good standing and to receive any graduate degree or certificate from the university. All course work taken for graduate credit is computed into the GPA. A cumulative grade point average (GPA) of 3.0 or higher is required for graduation; therefore, grades of C+ or C must be offset by higher grades to attain a 3.0 cumulative GPA.

Evaluation of Student Performance

There are several means by which students are evaluated. Before a student is admitted into the program, their academic record and letters of recommendation are evaluated by the DSW Admissions Committee and the Graduate School personnel.

Continued evaluation of a student's academic progress is based on performance 1) in coursework, including assignments in SW 621 Clinical Supervision and SW 623, Emerging Interventions; 2) on the Capstone I paper; 3) on the defense of the results of the Capstone II research project, and on 4) the Capstone II paper. In addition, as stated in the UTK Graduate Catalog:

"Graduate education requires continuous evaluation of the student. This evaluation includes not only periodic objective evaluation, such as the cumulative grade-point average, performance on the comprehensive examinations and acceptance of the thesis or dissertation, but also judgments by the faculty of the student's progress and potential. Continuation in a program is determined by consideration of all these elements by the faculty and the head of the academic unit." (See "Academic Standards," in the current University of Tennessee, Knoxville Graduate Catalog.)

Grading Scale

- A** (4.00 quality points per credit hour) superior performance.
- A-** (3.70 quality points per credit hour) intermediate grade performance.
- B+** (3.30 quality points per credit hour) very good performance.
- B** (3.00 quality points per credit hour) good performance.
- B-** (2.70 quality points per credit hour) intermediate grade performance.
- C+** (2.30 quality points per credit hour) less than satisfactory performance.
- C** (2.00 quality points per credit hour) performance well below the standard expected of graduate students.
- D** (1.00 quality point per credit hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
- F** (no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
- I** (no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An "I" is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the "I", including the time limit for removal. If the "I" is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned.
No student may graduate with an "I" on the record.
- S/NC** (carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the Graduate Catalog. The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth (25 percent) of the total credit hours required.
- P/NP** (carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress and does not count toward degree requirements.
- W** (carries no credit hours or quality points) indicates that the student officially withdrew from the course.

Academic Probation

Every doctoral student is expected to maintain a minimum cumulative grade-point average of 3.0, although it is hoped that all students will exceed the minimum requirement of the Graduate School. Individual grades below "B" in elective courses are tolerated as long as a student maintains a cumulative average of 3.0, but if a student receives many grades below "B" their GPA will suffer. When a graduate student's GPA drops below a cumulative 3.0, they will have one semester in which to bring it back up to at least 3.0. Failure to achieve a cumulative GPA of 3.0 in that semester may result in termination from the program. *Any grade below a "B" in a required course is grounds for dismissal from the DSW program.*

Grades of Incomplete

Under extraordinary circumstances and at the discretion of the instructor, a grade of I (Incomplete) may be awarded to students who have satisfactorily completed a substantial portion of the course requirement but cannot complete the course for reasons beyond their control. The instructor, in consultation with the student, decides the terms for the removal of the incomplete, including the time limit for removal. Incomplete grades must be removed within one calendar year, but a shorter period may be set by instructor in consultation with student. In such instances an Incomplete Grade Form should be completed and a copy retained in the student's file. If the incomplete is not removed within one calendar year, the grade will convert to an F; *exceptions will not be made and this change to a failing grade is permanent.*

- The I (Incomplete) grade is not issued in lieu of the grade of F.
- The terms for the removal of the I, including the time limit for removal of the I, is decided by the instructor.
- It is the responsibility of the student receiving an I (Incomplete) to arrange with the instructor whatever action is needed to remove the grade at the earliest possible date, and in any event, within one calendar year of the assignment of incomplete.

Students cannot remove an "I" grade by re-enrolling in the course.

The "I" grade does not carry quality points and is not computed as a grade of F in the grade point average. If the "I" grade is not removed within one calendar year or upon graduation, it shall be changed to an F and count as a failure in the computation of the grade point average.

A student need not be enrolled at the university to remove a grade of incomplete. No student may graduate with an "I" on his or her record.

Policy on Repeating Courses

Per DSW Program policy, no student may retake a course in order to improve a grade.

Grade Appeals

Students with grievances concerning grades should file a formal complaint with the Graduate Council through the Graduate Council Appeals Committee, *but only after grievances have been duly processed, without resolution, through the College of Social Work's appeals procedure as outlined below.* As described in *Hilltopics*, students may appeal grades only on the basis of one or more of the following allowable grounds:

- (1) A clearly unfair decision (such as lack of consideration of circumstances clearly beyond the control of the student, e.g., a death in the family, illness, or accident);
- (2) Unacceptable instruction/evaluation procedures (such as deviation from stated policies on grading criteria, incompletes, late paper examinations, or class attendance);
- (3) Inability of the instructor to deal with course responsibilities; or
- (4) An exam setting which makes concentration extremely difficult.

An appeal based solely on a difference of opinion regarding the substance or quality of the student's performance is not a sufficient basis.

The initial grade appeal must be filed no later than 30 days after the final grade has been issued. To appeal a grade in the College of Social Work, students must follow these steps:

1. A student is instructed to begin the process by first appealing in writing directly to the course instructor regarding the final grade. The written appeal should articulate the allowable grounds by which the grade is being appealed (see list above).
2. If no resolution is reached, then the student may initiate the formal appeal process through a letter to the Program Director. The course instructor should respond in writing to the student appeal and this response must be included with the student's letter to the Program Director. This appeal must be submitted to the Program Director no later than 14 days after receiving a written response from the course instructor.
3. If the matter is not resolved at the Program Director level, the student may then appeal in writing to the Associate Dean of the College of Social Work.
4. If the matter is not resolved with the Associate Dean, the student may then appeal in writing to the Dean of the College of Social Work. Appeals to the Associate Dean and Dean must be submitted no later than 14 days after receiving a written response from the Program Director and Associate Dean, respectively.
5. If the matter is not resolved at the college level, the student may write an appeal letter to the Graduate Council Appeal Committee. Please consult the university's Graduate Catalog or the Graduate School's [Graduate Council Appeal Procedure](#) for more information.

Leave of Absence

Prior to the completion of the final semester the student may request a leave of absence. A leave of absence may be granted only for semesters during which the student will not be using University facilities or working with faculty. A request for a leave of absence should indicate the reason for the leave and stipulate that the student will not be using University facilities or working with faculty. It must be submitted to the director of the doctoral program. If the director approves the request, the student must submit the request to the Dean of the Graduate School, who must also approve the leave. The request should be made in advance. Approval is not automatic. A student will be granted leave until the following academic year at the same time due to courses being offered only once per academic year. All DSW degree requirements must be completed within five years of a student's first enrollment in the DSW program.

Ethical Academic and Professional Conduct

Students in a graduate program in social work are simultaneously participating in both academic and professional worlds. This means that behavior must be governed by the norms of academia and professional social work practice, including the NASW Code of Ethics, University of Tennessee College of Social Work

Standards of Professional Conduct (See Appendix A) and the behavioral guidelines in *Hilltopics*.

Academic Conduct

The purpose of the academic environment is to facilitate the acquisition of knowledge and the ability to develop and disseminate knowledge. A degree, such as the DSW, is in part an assessment by the faculty that these purposes have been accomplished. Such an assessment means that a student is committed to the pursuit of knowledge and to an understanding of its meaning. Consequently, plagiarism, or any other form of cheating, is inimical to this purpose and is grounds for disciplinary action, including dismissal from the program. Graduate students are expected to understand the proper use and referencing of the material of others' in their own written work and to comply with academic standards in this regard. Guidelines for proper referencing and citations can be found in the current *Style Guide of the American Psychological Association*.

Professional Conduct

In addition to maintaining acceptable academic standards, students must conduct themselves in a professionally ethical manner towards their student colleagues, faculty, and all other persons. Because membership in a profession implies an encompassing set of values, professional conduct is expected at all times, on-campus and off-campus. The College subscribes to the NASW Code of Ethics. Students are advised to familiarize themselves with its provisions. Any act that would constitute unethical practice or a violation of law, whether committed in college-related activities or not, is grounds for disciplinary action, including dismissal from the program.

University Policy on Email

All students are provided with a university e-mail account. The University of Tennessee uses the university-supplied e-mail account as an official means of communication with all students. Official communication can include, but is not limited to, information and notices about financial obligations, student conduct, course schedules, cancelled courses, and financial aid. Students are responsible for activating, maintaining, and checking their university-supplied account and for all official university communication sent to that account. Please plan to check your account on a daily basis. For more information about student e-mail accounts and responsibilities, and to set up your UT e-mail account, visit [Office of Information Technology](#).

RESOURCES FOR DISTANCE EDUCATION STUDENTS

UT Libraries

Students must be currently enrolled to access online resources and to use library services. The library offers a variety of unique services to [distance education](#) students, including home delivery of books and other materials.

Social Work Librarian:

[Steven Milewski](#) is available to provide assistance by phone, email, and online chat.

Research Computing Support

Available through the Office of Information Technology (OIT), the [Research Computing Support Center](#) can assist with statistical consulting, qualitative analysis, content analysis, and text or data mining. Appointments are necessary due to the demand for and nature of statistical consultations. The first point of contact for the research computing support is the [OIT Helpdesk](#).

FINANCIAL INFORMATION

Expenses

The fees and tuition can be found in the current UTK Graduate Catalog. Fees and tuition are a significant part of the cost of a student's education.

OneStop

Financial Aid is managed by OneStop. Students should visit OneStop.Edu for more information. Students must be admitted into a degree program and be enrolled for a minimum of 6 credit hours each semester to receive student loans.

Graduate students and applicants who wish to be considered for financial aid from the University should obtain the Free Application for Federal Student Aid (FAFSA) from the [UT Office of Financial Aid and Scholarships](#). The web site for this office provides additional information, including deadlines, forms, mailing addresses, etc. Applicants interested in federal financial aid should submit a FAFSA even if they have not yet been notified of their acceptance into the College of Social Work.

DSW Fund for Clinical Excellence

Each spring enrolled DSW students have the opportunity to apply for the DSW Fund for Clinical Excellence. DSW support staff will send out the scholarship form link and a reminder each spring.

APPENDIX A: PROFESSIONAL CONDUCT

CSW Standards of Professional Conduct

Separate and distinct from the University of Tennessee's Standards of Conduct, and the CSW's standards for academic performance (which are contained elsewhere in this handbook and in the Graduate Catalog), there are certain cognitive, emotional and character requirements that students must possess that provide the CSW with reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the professional practice of social work. Students in the CSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom and in their practice. Attention to these standards will be part of evaluations made by faculty responsible for evaluating applications for admission and faculty responsible for evaluating students' classroom and practicum performance.

- **Professional Behavior** - The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the [Tennessee Board of Social Work Certification and Licensure General Rules and Regulations](#).
- **Interpersonal Skills** - The social work student communicates and interacts with other students, faculty, staff, clients and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients and professionals in spoken, written and electronic form. The social work student expresses her/his ideas and feelings clearly and demonstrates a willingness and ability to listen to others.
- **Self-awareness** - The social work student is willing to examine and change their behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.
- **Professional Commitment** - The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right to a just share of the society's resources). The social work student is knowledgeable about and adheres to the National Association of Social Workers Code of Ethics and the Rules of the Tennessee Board of Social Worker Certification.
- **Self-care** - The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.
- **Valuing Diversity** - The social work student appreciates the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation and/or value system.

The following list provides examples, but is not exhaustive, of professional misconduct :

- Misuse, alteration or falsification of documents.
- Unauthorized or improper use of University equipment, services and facilities.

- Harassing, coercing and intimidating behavior.
- Obstruction or disruption of teaching.
- Criminal activity.
- Failure to comply with an order from a legitimate university authority and failure to attend required meetings called by university faculty or administration such as Academic Committee Meetings and Field Evaluation Meetings.
- Threatening behavior and verbal abuse.
- Inappropriate relationships.
- Inability to secure, sustain, or perform satisfactorily in a field placement.
- Other behaviors determined to be unprofessional conduct towards colleagues, faculty, staff and/or clients.

CSW Professional Standards Committee

Except for alleged academic dishonesty, which shall be addressed through the procedures set forth in [Hilltopics](#), the following procedures are used to address a faculty member's concern that a social work student has failed to meet or maintain the CSW's professional standards:

1. The faculty member/major professor should discuss the concern(s) with the student and seek agreement with the student on the question of the student's failure to meet or maintain professional standards. If a plan of remediation is recommended by the faculty member and agreed upon by the student, the faculty member should document the plan of remediation. The documentation should include a description of the student's conduct, the plan of remediation, and an indication that the student has agreed to the plan of remediation. Copies should be provided to the student, the student's record the student's major professor, and Program Director.
2. If the faculty member believes dismissal from the CSW is appropriate, or the faculty member believes that the student should be given an opportunity to remedy their failure to meet or maintain a standard but the faculty member and the student cannot agree on a plan for remediation, the faculty member shall notify the student's Program Director. The Program Director shall call a meeting with the faculty and student involved in an attempt to resolve the matter. If the matter cannot be resolved, the Program Director, in consultation with the Associate Dean, shall convene a hearing of the Professional Standards Committee as soon as practicable.
3. A Professional Standards Committee will be constituted each year. The Associate Dean will select a faculty chairperson and 3 faculty members from the full-time faculty to serve on this Committee. The term of office is one year and can be renewed. The Professional Standards Committee meets on an as needed basis. Faculty members of the Professional Standards Committee having direct prior involvement with a case shall recuse themselves. In such a circumstance, the Associate Dean will appoint an alternative faculty for consideration of that case.
4. The student shall be provided with written notice (e-mail is sufficient) of the time and place of the hearing of the Committee at least 48 hours in advance of the hearing.

5. The faculty member's prior written documentation of the student's conduct and proposed plan for remediation will be submitted along with any other germane supporting documents. Prior to the hearing, the student may also submit written materials to the Committee. Copies of materials submitted to the Committee must be provided to the opposing party.
6. At the hearing, the Committee will hear orderly presentations from the student and the faculty member(s) who raised the concern(s). Each party will be allowed to present witnesses in support of her/his position, ask questions to opposing witnesses, and rebut the presentation of the opposing party. However, a hearing of the Committee is not a legal proceeding and legal representation of the parties is not permitted in the hearing.
7. The Committee will deliberate in private and make a decision on the appropriate course of action, which may include, but is not limited to: no action against a student; placement of a student on probationary status; changing the student's field placement; putting the student on a leave of absence; or dismissing the student from the CSW.

A student may appeal the decision of the Committee by sending a written appeal to the Associate Dean within 14 days, who then shall make a decision on the student's appeal and communicate that decision to the student in writing. A student may appeal a decision of the Associate Dean to the Dean of the CSW by sending a written appeal to the Dean within 14 days of receiving the appeal of the Associate Dean, who then shall make a decision on the student's appeal and communicate that decision to the student in writing. To appeal the decision of the Dean of the College of Social Work, a student shall file a written appeal in accordance with the Graduate Council Appeal Procedure. The [Graduate Council](#) considers student appeals only after they have been duly processed through the College of Social Work. A complete statement of the [Graduate Council Appeal Procedure](#) is available from the UT-Knoxville Graduate School.

APPENDIX B: FORMS

Completion of required forms at each step of the student's progress through the DSW program is the student's responsibility.

[UT College of Social Work DSW forms](#)

[Graduate School's Forms Central](#)

APPENDIX C: Web Resources for Graduate Students

Student Resources

- [College of Social Work](#)
- [Graduate School](#)
- [Graduation Deadlines](#)
- [Graduate School Forms](#)
- [Graduate Catalog](#)
- [Student obligations and appeals process](#)
- [Graduate Student Senate](#)
- [Office of Graduate Admissions](#)
- [Student Conduct and Community Standards](#)
- [Office of Equity and Diversity](#)
- [Sexual Misconduct, Relationship Violence, and Stalking](#)
- [Office of Multicultural Student Life](#)
- [Office of Research Integrity](#)
 - [Institutional Review Board](#)
- [Thesis/Dissertation Consultant](#)
- [Office of Information Technology](#)

Professional Development and Training

- [Office of Graduate Training and Mentoring](#)
- [Best Practices in Teaching Program](#)
- [UT Libraries Information for Graduate Students](#)
- [Center for Career Development](#)
- [Tennessee Teaching and Learning Center](#)
 - UT CIRTL: [Center for Integration of Research and Teaching](#)
- [Experience Learning](#)

Funding

- [Costs and funding opportunities](#)
- [Graduate Student Senate Travel Awards](#)
- [Financial Aid and Scholarships](#)

International Students

- [Center for International Education](#)
- [International House](#)
- [ITA Testing Program](#)

APPENDIX D: Capstone Process for the 2024 Cohort

Timeline for Capstone Project-Summary Table

Fall Year 2	Spring Year 2	Summer Year 2	Fall Year 3	Spring Year 3
Capstone 1	Translational Res.	IRB Approval	Data Collection	Capstone II
Lit Review	Develop Proposal	Begin Research	Data Analysis	Write up results
Res Question				Defend Project

FALL OF YEAR 2, SW 624--DSW CAPSTONE I (3)

Preparation of a paper that includes 1) selection of a biopsychosocial problem experienced by a specific population served in student's current practice, 2) addresses the empirical and theoretical understanding of the etiology, 3) reviews the array of possible evidence-based interventions and the demonstrated outcomes.

The Capstone instructor (I & II) oversees the whole process of developing, conducting and completing research. They will coordinate with you and your capstone chair during this process.

Step 1: Read & evaluate research articles

Step 2: Develop an initial literature review in area of interest

Step 3: Explore theory related to interest area and select theoretical focus

Step 4: Identify research question & hypotheses

SPRING OF YEAR 2, SW 622--TRANSLATIONAL RESEARCH (3)

Examines methods for implementing practice evaluations of evidence-based practices in clinical settings.

Step 1: Determine how the research question will be answered--Methods

Step 2: Intro, Lit Review, Research Methods--Proposal completion (12 page paper without references)

Step 3: Complete pre-IRB document

Step 4: Form Capstone Committee (Chair, Capstone Instructor, Outside Member)—Complete Capstone Committee Form.

Step 5: Completion of proposal paper (Graded by the Translational Research Instructor)

Step 6: Presentation of proposal during last 3 weeks of class (1 hour proposal power point presentation/committee questions). Chair, capstone instructor & 3rd member determine whether student passes, passes with revisions, or fails. Feedback to student with plan to follow up with chair on revisions or reworking project (with further committee input and agreement)

Step 7: Final Approval of project by Capstone Committee (July 1)—Complete Advancement to Candidacy Form

SUMMER OF YEAR 2 & FALL OF YEAR 3—WORK CONTINUES ON CAPSTONE PROJECT

Step 1: Student schedules follow up meeting with Chair after defense to review & incorporate proposal

edits or to completely rework project

Step 2: Chair reviews proposal with edits and gives assent for advancement to Candidacy (completed by July 1)

Step 3: Student completes and submits project to IRB before beginning research

Step 4: IRB project revisions and approval (by August 30)

Step 5: Data Collection begins and is completed (Exception is case where student completes a secondary data analysis)

Step 6: Data Analysis is completed by end of fall term

OVER WINTER BREAK & CONTINUING INTO SPRING OF THIRD YEAR SW 625 DSW CAPSTONE II

Preparation of a publishable paper reporting the results of student's clinical research study. Student defends their paper at an oral defense at the end of spring term of year 3.

Step 1: Update literature review from Capstone I

Step 2: Write up research project results and discussion section

Step 3: Defend capstone project—Virtual Defense

CHAIR RESPONSIBILITIES DURING CAPSTONE PROCESS

SPRING 2--TRANSLATIONAL RESEARCH

1. Mentoring support for project development, specifically research methods and IRB submission.
2. Review of proposal and edits by chair submitted to student prior to presentation
3. Chair leads the defense committee and evaluates the proposal defense. (Defense will be scheduled based on coordination of committee members' schedules.)

SUMMER 2/FALL 3

1. Student schedules follow up meeting with Chair immediately after defense to review & incorporate proposal edits
2. Chair reviews proposal incorporating proposal defense edits and gives assent for advancement to Candidacy (completed by July 1)
3. Chair works with student to initially submit project to IRB and work through the IRB edits until approval is obtained (by August 30)
4. Chair tracks student progress as they initiate and conduct data collection or as they secure secondary data set
5. Chair tracks and supports student progress with data analysis

SPRING 3—CAPSTONE II

1. Student engages regularly with Chair regarding writing up findings and discussion section of capstone project
2. Chair provides timely feedback and support during the final process.
3. Chair leads defense committee, schedules the defense with committee members and evaluates proposal at defense using rubrics. (Defense will be scheduled as a zoom meeting).
4. Chair assists student to incorporate edits, including preparation for publication or dissemination of results.

