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DEPARTMENT OF SOCIAL WORK

Mission Statement

The mission of the Belmont University Department of Social Work is to prepare students as competent and effective generalist social work practitioners who are life-long learners, strategic thinkers, and leaders. Within the context of the liberal arts and modeled after the life and work of Jesus to seek social justice, our program focuses on providing students the requisite knowledge, values, and skills to serve and empower those who experience oppression or vulnerability with a vision of a more equitable and non-judgmental world.

Department Goals

The goals of the program are:

1. To prepare students for the beginning level of social work practice who;
   a. demonstrate competence and effectiveness as generalist practitioners
   b. are committed to life-long learning
   c. think strategically
   d. emerge as leaders
   e. are influenced by a Christian, liberal arts learning environment
   f. are guided by the knowledge, skills, values, and ethics of the social work profession

2. To produce graduates who seek to promote global social and economic justice.

Belmont University's Department of Social Work recognizes the disciplined goal to prepare competent, effective social work professionals who are committed to practice that includes serving the vulnerable and oppressed, and who work to alleviate poverty, oppression, and discrimination.

Accreditation Status

The Department of Social Work was awarded full accreditation for baccalaureate level social work from the Council on Social Work Education (CSWE) in February 1999. In February, 2011, CSWE reaffirmed full accreditation status until February, 2019.

STUDENT OUTCOMES/COMPETENCIES

The following professional core competencies are guided by the Council on Social Work Education (2015 EPAS).
Prior to completion of the program, and, to be in compliance with the department mission, students must:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess with individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

The following is a list of practice behaviors that are associated with the nine core competencies:

Core Competency EP 2.1.1
Demonstrate ethical and professional behavior
Social workers:
1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. use technology ethically and appropriately to facilitate practice outcomes; and
5. use supervision and consultation to guide professional judgment and behavior.

Core Competency EP 2.1.2
Engage diversity and difference in practice
Social workers:
6. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
7. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
8. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Core Competency EP 2.1.3
Advance human rights and social, economic, and environmental justice
Social workers:
9. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
10. engage in practices that advance social, economic, and environmental justice.
Core Competency EP 2.1.4  
Engage in practice-informed research and research-informed practice  
Social workers:  

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

Core Competency EP 2.1.5  
Engage in policy practice  
Social workers:  

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

Core Competency EP 2.1.6  
Engage with individuals, families, groups, organizations, and communities  
Social workers:  

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

Core Competency EP 2.1.7  
Assess with individuals, families, groups, organizations, and communities  
Social workers:  

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

**Core Competency EP 2.1.8**
**Intervene with individuals, families, groups, organizations, and communities**

Social workers:

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

**Core Competency EP 2.1.9**
**Evaluate with individuals, families, groups, organizations, and communities**

Social workers:

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

**Assessment Portfolio**

During senior year, a portfolio will be compiled by each student. Going beyond graded coursework, the assessment portfolio is the main evaluation tool that will be utilized by students and faculty in determining levels of integration of knowledge, values and skills within the practice behaviors. Students are responsible for choosing submission materials that they feel
reflect their growth and progress toward mastery of the profession’s core competencies. Submissions must relate to the practice behaviors associated with the competency and be accompanied by a reflection.

Examples of portfolio submissions include: papers, projects, convocations, presentations, volunteer activities, etc. from any course or co- or extracurricular activity occurring within the liberal arts experience, however, submissions must be typed, double-spaced, in APA format, and relate to the practice behaviors within each core competency.

For each submission, (9 total) you will be asked to choose examples of your work that you feel have helped you most in learning and best demonstrate your knowledge and abilities within the 9 core competencies. You will also complete a reflection that accompanies the artifact. Specific information about the artifacts and reflections will be provided to students at the beginning of their senior year.

**Official submission of portfolio artifacts will occur during the senior year, during the Capstone course, as part of the requirements for course completion.**

**GENERALIST SOCIAL WORK PRACTICE**

As defined by the Council on Social Work Education (2015): “Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.”

**NON DISCRIMINATION**

It is the policy of the Department of Social Work to operate every aspect of its programs without discrimination on the basis of race, color, religion, creed, gender, ethnic or national origin, disability, age, political orientation, or sexual orientation.
SUITABILITY REQUIREMENTS FOR THE SOCIAL WORK MAJOR

Identified Criteria To Be Considered Are:

1. ACADEMIC PERFORMANCE: Consistent, punctual class attendance and the ability to meet deadlines are considered to be positive indicators of a student's effort to meet Department of Social Work standards.

2. GRADE POINT AVERAGE: Students who do not meet the grade point requirements of at least 2.5 overall GPA on a 4 point scale and a minimum of a C in each Social Work course will be evaluated by the Admissions Committee, and recommendations will be made regarding their termination or continuance as social work majors.

3. RELATIONSHIP SKILLS: Social work requires the ability to relate to persons with problems, in a nonjudgmental way and with warmth and genuineness. The ultimate test of students’ interpersonal skills is in relationship to clients. However, observed positive relationships with faculty and with students serve as reinforcements to suitability and future professional development. Similarly, if patterns of negative behaviors toward faculty or students are observed, faculty may conduct a review with students and make subsequent recommendations regarding their termination or continuance as social work majors.

4. EMOTIONAL STABILITY: Although no one is completely free of personal problems, one should be able to cope and function in a way that fosters continued self-awareness and growth necessary for professional social work practice. Behaviors in class or field that indicate a student is experiencing emotional challenges may result in a time of review with the student, his or her advisor, and program chair in order that an assessment may be made regarding the student’s termination or continuance as a social work major.

ADMISSIONS REQUIREMENTS

Requirements for formal admission to the social work major are as follows:

1. Successful completion of 30 semester hours.


3. Identified potential and suitability for the social work profession as determined by the social work faculty.

4. A minimum overall grade point average of 2.5.

5. Completion of the separate application for admission to the social work major.

Procedures for filing application:
1. Complete the application packet and return it to your advisor or to the Program Assistant in the social work office, IHSB 205, by the date designated on the application form.

2. The student's advisor will distribute comment sheets to the Admission Committee to ascertain their evaluation of the student's suitability as a social work major.

3. After the comment sheets are gathered, the Admission Committee meets to reach a decision on the application. The decision reached by the committee may be one of the following:
   a. approval as a social work major
   b. disapproval as a social work major
   c. approval on condition
   d. decision deferred for further consideration by the Admission Committee

4. Once the committee has reached its decision, the student is notified in writing, and reasons or conditions for the committee's actions are explained. Any student not satisfied with the committee's decision has the opportunity for a fair hearing. The process for grievances and hearings is described on page 15 of the Department of Social Work Student Handbook.

TRANSFER STUDENTS

According to the University Bulletin, a transfer student is one who enters Belmont with a minimum of 30 semester hours of transferable course work (C or higher from a regionally accredited institution). Otherwise, the student is considered a freshman and must submit all requirements for admission as a freshman. Students need to refer to the University Bulletin for policies regarding all transfer work that does not carry a Social Work prefix.

Transfer credit is evaluated and assigned by the Records Office. The Records Office personnel work closely with the Department of Social Work Chair to determine course transfers. The Department Chair is consulted by the Records Office on all work carrying a Social Work prefix. Every effort is made to give a student credit for work completed at other universities and to avoid redundancy, but Department integrity and adherence to the Curriculum Policy Statement is paramount. It is the Department’s responsibility to ensure that the courses being transferred are compatible with current CSWE standards and the Educational Policy and Accreditation Standards (EPAS).

If a student wishes to transfer work from an unaccredited Department of Social Work, that student will be asked to present a comprehensive course syllabi to his/her Social Work academic advisor. The advisor will determine if the course meets the criteria outlined in the 2015 EPAS. If those standards are met, then the advisor will be able to determine whether the content and objectives of the course(s) are equivalent to the academic content offered in Belmont’s Social Work curriculum. The advisor then completes the necessary substitution forms and forwards those forms to the Records Office.
Belmont's Department of Social Work does not offer proficiency exams in any social work course.

Field courses may not be transferred from a non-accredited to an accredited program.

Academic credit for life experience, previous work experience, or volunteer work will not be given.

REQUIREMENTS FOR A BACHELOR of SOCIAL WORK DEGREE

1. Completion of general education core requirements for the B.S.W. degree.
2. Completion of prerequisites as follows: SWK 2000; BIO 1010; MTH 1150.
3. Completion of 52 hours in social work including 12 hours in field instruction courses.
4. An overall quality point average of 2.5.
5. A minimum grade of C or higher in each social work course
6. A minimum of 12 hours of the major must be taken at Belmont University.
7. A minimum of 64 semester hours of credit must be completed in an accredited senior level college or university.
8. Completion of a minimum of 128 semester hours, the last 32 of which must be taken in residence at Belmont University.
9. Students may choose to complete the social work curriculum requirements in effect at the time of their admission into the major, or they may choose to follow the curriculum approved by the University catalog and curriculum committee at the time of their graduation. In other words, students may graduate under their catalog of entry or their catalog of exit.

THE CURRICULUM

Social Work Prerequisite Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1010</td>
<td>Biological Science</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>MTH 1150</td>
<td>Statistical Concepts</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Social Work Required Courses:
SWK 2050  Research in Social Work  4 hrs.
SWK 2250  Human Behavior & Social Environment  3 hrs.
SWK 2300  Exploring Human Diversity  3 hrs.
SWK 3210  Social Work Practice I  3 hrs.
SWK 3220  Social Work Practice II  3 hrs.
SWK 3320  Social Work Practice III  3 hrs.
SWK 3700  Social Work Field Forum  3 hrs.
SWK 3810  Social Welfare Policy & Services I  3 hrs.
SWK 3820  Social Welfare Policy & Services II  3 hrs.
SWK 4230  Crisis Intervention  3 hrs.
SWK 4410  Field Instruction I  6 hrs.
SWK 4420  Field Instruction II  6 hrs.
SWK 4015  Senior Seminar/Capstone  3 hrs.
SWK XXXX  Social Work Elective  3 hrs.

Social Work Elective Courses:

SWK 2150  Substance Abuse  3 hrs.
SWK 2200  Child Welfare  3 hrs.
SWK 3100  Social Work with Aging  3 hrs.
SWK 3150  School Social Work  3 hrs.
SWK 4700  Advanced Study in Social Work  3 hrs.

Additional electives, such as Poverty in the United States and Mental Health Issues in Social Work, may be offered in certain semesters, dependent upon the availability of instructors.

**SUGGESTED FOUR YEAR SCHEDULE**

<table>
<thead>
<tr>
<th><strong>FALL semester 1</strong></th>
<th><strong>SPRING semester 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>GND 1015 FYS</td>
<td>BIO 1010</td>
</tr>
<tr>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>ENG 1010 FY Writing</td>
<td>ART, MUH, or TDR 2000 or+</td>
</tr>
<tr>
<td>(3)</td>
<td>(3)</td>
</tr>
<tr>
<td>MTH 1150 Elem. Stats</td>
<td>COM 1100 Speech</td>
</tr>
<tr>
<td>(3)</td>
<td>(3)</td>
</tr>
<tr>
<td>REL 1010 or 1020(Path A or B)</td>
<td>SOCIAL SCIENCE</td>
</tr>
<tr>
<td>(3)</td>
<td>(3)</td>
</tr>
<tr>
<td>PED 1500 or 1600 (Path A or B)</td>
<td>SWK Elective</td>
</tr>
<tr>
<td>(1-2)</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>Elective (1)</td>
</tr>
<tr>
<td>SWK 2000 Intro. to SWK</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**FALL semester 3**  
| SWK 2050 SWK Research | (4) | SWK 2300 Diversity | (3) |
| SWK 2250 Human Behavior | (3) | SOCIAL SCIENCE | (3) |
| SOCIAL SCIENCE | (3) | MTH 1020/1080 | (3) |
| PSY 1100 or 1200 | (3-4) | Elective | (3) |
| Elective | (3) | Elective | (3) |
| PED, DAN, or NUR | (1-2) | | |
| 16 - 17 | | | |

**SPRING semester 4**  
| SWK 3210 Practice I | (3) | SWK 3220 Practice II | (3) |
| SWK 3810 Policy I | (3) | SWK 3820 Policy II | (3) |
| Elective | (3) | SWK 3700 Field Forum | (3) |
| Elective | (1) | ENG 3010 Third Year Writing | (3) |
| XXX 3015 Junior Cornerstone | (3) | REL 3000 or+ (Path A or B) | (3) |
| HUMANITIES | (3-4) | PED, DAN, or NUR | (1-2) |
| 16 - 17 | | | |

**FALL semester 5**  
| SWK 3210 Practice I | (3) | SWK 3220 Practice II | (3) |
| SWK 3810 Policy I | (3) | SWK 3820 Policy II | (3) |
| Elective | (3) | SWK 3700 Field Forum | (3) |
| Elective | (1) | ENG 3010 Third Year Writing | (3) |
| XXX 3015 Junior Cornerstone | (3) | REL 3000 or+ (Path A or B) | (3) |
| HUMANITIES | (3-4) | PED, DAN, or NUR | (1-2) |
| 16 - 17 | | | |

**SPRING semester 6**  
| SWK 3210 Practice I | (3) | SWK 3220 Practice II | (3) |
| SWK 3810 Policy I | (3) | SWK 3820 Policy II | (3) |
| Elective | (3) | SWK 3700 Field Forum | (3) |
| Elective | (1) | ENG 3010 Third Year Writing | (3) |
| XXX 3015 Junior Cornerstone | (3) | REL 3000 or+ (Path A or B) | (3) |
| HUMANITIES | (3-4) | PED, DAN, or NUR | (1-2) |
| 16 - 17 | | | |

**FALL semester 7**  
| SWK 3210 Practice I | (3) | SWK 3220 Practice II | (3) |
| SWK 3810 Policy I | (3) | SWK 3820 Policy II | (3) |
| Elective | (3) | SWK 3700 Field Forum | (3) |
| Elective | (1) | ENG 3010 Third Year Writing | (3) |
| XXX 3015 Junior Cornerstone | (3) | REL 3000 or+ (Path A or B) | (3) |
| HUMANITIES | (3-4) | PED, DAN, or NUR | (1-2) |
| 16 - 17 | | | |
SCHOOL SOCIAL WORK LICENSURE
Requirements for licensure in school social work:

The purposes of this area are to expand the student's knowledge of social work in a school setting and to license the student in School Social Work. Upon completion of the course of study, the student will apply for licensure with the Tennessee State Board of Education through Belmont’s Department of Education. Only with this license can the graduate be employed as a School Social Worker in the state of Tennessee.

In addition to the prerequisites and the course requirements listed for the Social Work major, the School Social Work licensure requires the following:

- SWK 3150 School Social Work 3 hrs.
- EDU 2100 Foundations of Education 3 hrs.
- EDU 2110 Educational Psychology 3 hrs.
- EDU 3800 Meeting the Needs of Diverse Learners 3 hrs.
- SWK 4410 or 4420 Must be completed in a school which is approved by the Tennessee State Board of Education 6 hrs.

Any student wishing to receive a license is encouraged to speak with his/her advisor as soon as possible.
FIELD INSTRUCTION

Field Instruction I (4410) and Field Instruction II (4420) are required of all majors and are open to social work majors only. SWK 4410 must be taken in the fall of the student's senior year, provided all prerequisites have been met. The placement requires 250 clock hours in a social work agency and a concurrent 1 1/2 hour weekly seminar for which the student receives 6 hours credit.

Field Instruction II (4420) must be taken in the spring of the student's senior year, provided all prerequisites have been met. The placement requires 250 clock hours in a social work agency and a concurrent 1 1/2 hour weekly seminar for which the student receives 6 hours credit.

For a more detailed listing of field agencies and more information about field instruction, refer to the Social Work Field Manual.

APPLICATION FOR DEGREE

Not later than two weeks from the beginning of the last semester, senior year, each candidate for a degree shall file an Application for Degree with the Record's Office.

The diploma fee is due at mid-term and all other fees and financial obligations shall be settled in full at least one week before the date on which the degree is to be conferred.

ACADEMIC RIGHTS AND RESPONSIBILITIES

Class attendance policy: Belmont University is committed to the idea that regular class attendance is essential to successful scholastic achievement. Additionally, social work is a professional program in which class interaction is essential to the learning process. Therefore, students are expected to attend all regular class sessions. Attendance is checked from the first class meeting.

If an absence is due to the student’s attendance at a university event or expectation for another course, the student can present the Provost’s Excuse to the instructor and this will be an excused absence. Students with an excused absence will be allowed to make up class work.

When the number of absences (other than those addressed in the Provost’s excuse) exceeds the number permitted, the student may receive the grade of “FN” (failure for non-attendance.) The FN counts as an F when computing GPA.
Appeals regarding absenteeism and attendance:
Students may appeal a disputed absence matter to the Chair of the Social Work department. Proper documentation must be provided in support of the appeal. If the appeal is approved, the student will be permitted to make up missed coursework in a timely manner.

Course expectations
At the beginning of each semester the student will be provided a course syllabus (for the social work courses) which outlines the course of study, textbooks to be used, course requirements and objectives, description of criteria by which the student will be evaluated and on which the course grade will be based, the grading scale, and references of required and recommended readings. The grading criteria may include the number of exams, any required papers, outside readings, class presentations, type of participation required and a listing of appropriate dates and deadlines.

Student Performance Review Process
All students are admitted on the assumption that they have the potential academic ability and personal suitability for completing the professional program in which they are enrolled. All students in the BSW program are expected to maintain the standards established by the Department of Social Work and those held by the social work profession.

Criteria for Performance Review
Any of the following are grounds for a Performance Review:

1. Conduct that is not congruent with the values and ethics of the social work profession and the academic code of conduct for students at Belmont University. This includes behavior in the student's field work and the classroom that does not conform to the profession's values and ethics.

2. Behavior that interferes with the student's functioning and/or jeopardizes the welfare of those to whom the student has responsibility, such as clients and co-workers.

3. Failure to communicate effectively, both verbally and in written form, including interviewing skills and interpersonal skills which permit comfortable interaction with other people.

4. Failure to adhere to field agency policies and professional standards.

5. Failure to use sound judgment, either with clients or in regard to oneself, such as failure to seek professional help for physical or emotional problems which interfere with professional functioning.

6. Academic dishonesty, including cheating on examinations or plagiarism, which involves presenting the work of someone else as one's own.

8. A request by a faculty member, or by a student, for a review due to student's poor course work performance or related academic or professional concerns.

The Department Chair will be responsible for convening the meeting for the review process. When the department chair receives a performance review request from a faculty or student, the Chair will work with the student, the student’s advisor, and the faculty member who requested the meeting (if applicable) to establish a meeting time. During the meeting, the group will determine what course of action can bring the student’s performance into compliance with departmental, university, and professional standards.

In situations where such action is feasible and desirable, a contract will be created. The contract will set forth problems to be solved, actions to be taken to solve said problems, and a time period for completion of designated actions and re-evaluation of student performance. Consequences for non-adherence to any element contained in the contract will be included.

**Grievance and appeal procedures**

A grievance is defined as any dissatisfaction occurring as the result of a student's belief that any academic situation, including field instruction, affects the student unjustly or inequitably. Grievances include, but are not limited to grades, mistreatment by faculty, adjunct faculty, or staff of the Department of Social Work, or discrimination on the basis of sex, race, religion or any other improper treatment.

The following procedures are applicable for a student with a grievance:

1. Discuss the issue with the person (s) alleged to have caused the grounds for the grievance.

2. If the matter is not resolved after discussion with the person involved, the student should contact the Chair of the Department of Social Work to discuss the matter.

3. If resolution is not reached at this level, the student can discuss his/her concern with the Dean of the College of Health Sciences.

4. If the resolution reached is still felt to be unfair, the student can petition the Provost. This is the last step in the appeal process.

**TERMINATING STUDENTS FROM THE DEPARTMENT OF SOCIAL WORK**

Social work education serves the function of assuring that competent persons enter the social work profession. Protection of the integrity of the profession and the rights of clients to quality service require that graduates with a Bachelor of Social Work be prepared to deliver social work
services in a professional manner. At times it becomes necessary to reassess a student's motivation and suitability for a career in social work. The criteria established for this decision will include one or more of the following:

**Inadequate academic performance**

Any student who consistently performs poorly in course work is subject to critical review by the social work faculty and such review is mandatory for students who do not meet the grade point requirements by the end of the sophomore year. These reviews will occur during bi-annual academic advising sessions.

**Lack of adaptation to the goals of the Department of Social Work**

A student may demonstrate, through behavior and attitudes expressed in the classroom, little or no commitment to the social work profession. Prejudices and other judgmental attitudes may present themselves, and may not pose a problem as long as the student is willing to develop self-awareness and grow toward professionalism. However, a student who continues to be unable to accept social work values will be encouraged to consider alternate programs of study.

**Inadequate interpersonal relationship skills**

Social work requires the ability to relate to others non-judgmentally and with warmth and genuineness. Although the ultimate test of the student's interpersonal skills is in relationship to clients, (especially as seen in SWK 4410 and 4420), faulty relationships with faculty and peers raise serious questions about the student's ability to perform effectively in a helping relationship.

**Personal problems**

A student may have personal problems which are so overwhelming that they prevent the development of self-awareness and skills necessary for social work practice. Such students will be counseled and referred for appropriate help.

**Summary**

No student will be denied the opportunity to major in social work without diligent efforts first being made to assist the student. However, the social work profession is not appropriate for everyone who wants to pursue it, and the Department has an obligation to discourage and deter those few individuals who may be better suited for a different career.

**PROCEDURES FOR TERMINATION FROM THE DEPARTMENT OF SOCIAL WORK**

Students who have been identified by faculty as being deficient in meeting suitability requirements in either the academic or behavioral areas are referred to the Grievance Committee. This committee consists of three full-time Social Work faculty members, one
member from the Advisory Council, and one Social Work student elected by the Social Work Club. Students are advised of the fact that they are being referred to the committee, the purpose of the committee, and their rights as well as possible recommendations and actions that could result.

The student appears before the committee (along with an advocate should they choose) to present the situation. After thorough review the committee then makes one of the following recommendations:

1) Permit the student to continue in the Department;
2) Allow the student to withdraw from the Department of Social Work.
3) Terminate the student from the Department of Social Work and recommend appropriate career counseling.

The committee prepares a written report which is provided to the student, and a copy of the report is placed in the student's file.

Students who are not in agreement with the committee's decision can utilize the University's grievance mechanisms to voice their appeal. The Dean of the College of Health Sciences and the Provost should be notified by the student.

**STUDENT-RELATED SERVICES**

**Advisement**

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

Each student will be assigned a faculty advisor. The student may continue with the initial advisor or select an advisor whose knowledge and expertise are consistent with the student's academic and professional interests and goals.

Each fall and spring semesters, the University designates "Academic Advising Periods". Announcements are advertised through My Belmont, the department email list, as well as announcements made in classes. The student must sign up for an advising time with his/her advisor in order to check his/her academic progress and arrange his/her schedule for the following semester. Students are expected to learn to utilize the Degree Works in Banner Web.

Advisement is designed to enable students to:

1) determine their suitability for the social work profession;
2) select a minor if a minor is desired;
3) be advised of changing employment patterns and career opportunities in social work, including information about specific job vacancies and civil service examinations;
4) be provided guidance and information on the possibilities of graduate study in the profession;
5) receive help with resolving problems related to pursuance of their educational goals in social work; and
6) review the nature of and desires for field instruction.

Student Social Work Club

The purposes of the student organization are to promote interest in social work and social work issues through association with other interested students; to support supplemental education experiences for students; to act as an advocate for students in academic and administrative matters; and to promote social interaction among the membership. Students also initiate projects to help disadvantaged persons in the community.

Membership is open to any social work major or minor. The officers of the club are President, Vice-President, Secretary/Treasurer, and Student Organization Association (SGA) representative. The officers are elected annually, during the fall semester, by the membership of the organization. The President automatically becomes a member of the Social Work Advisory Council. One student is also elected to serve on the Grievance Committee.

Phi Alpha

In the spring semester of 1997, the Student Social Work Club organized the initial membership into Phi Alpha, a national honor society for social work students. Our chapter, Zeta Xi, began with seven social work students who met the criteria for membership. Student criteria for membership are as follows:
1) declare social work as a major
2) achieved sophomore status
3) completed 9 semester hours of required social work courses
4) achieved an overall GPA of 3.0 of a 4.0 scale
5) achieved a 3.25 grade point average in required social work courses

Induction ceremonies are held each spring.

Students as Volunteers

Students are strongly encouraged to serve as volunteers in social service agencies. Becoming a volunteer in social service begins as a requirement for SWK 2000, Introduction to Social Work, where the student must complete 15 clock hours of service learning. The student is then encouraged to continue as a volunteer throughout his/her career.

The social work staff and faculty have information about volunteer opportunities for students.

STUDENT PARTICIPATION IN DEPARTMENT COMMITTEES

Social Work Advisory Council
The purpose and objective is: to provide guidance and assistance in mission, curriculum, departmental development, field experience, job opportunities, and student recruitment. One member of this council will also serve on the Grievance Committee.

The student member of the Social Work Advisory Council is the current President of the Student Social Work Club.

Grievance Committee

The Grievance Committee consists of 3 full-time faculty members in Social Work, one member from the Advisory Council, and one social work student, elected from the Student Social Work Club. The Grievance Committee is charged with:
1) Student continuance in the Department,
2) Student grievances,
3) Terminating students from enrollment in the program.

POLICIES: COMMUNITY CODE OF CONDUCT

Several university policies cover issues within the Honor Code, Statement of Values, policies covering sexual harassment, and procedures for appeals. These policies can be found on Belmont’s Intranet Connection (BIC). Each social work student is encouraged to be familiar with these policies.

ESSENTIAL EXPECTATIONS

Essential expectations are listed as a quick alphabetical reference guide to help students understand and maintain professional standards while enrolled in the degree program, and for life.

Student responsibilities include (but are not limited to)

Advising: It is the students’ responsibility to sign up for academic advising in the spring and fall semesters during the appropriate time frame. Students should familiarize themselves with the Degree Works system and the catalog requirements for general education.

APA Style and Referencing: The writing lab is equipped to aid students in acquiring the knowledge to properly document source material. Other resources include the apa.org website and the APA manual and the Purdue OWL, found at https://owl.english.purdue.edu/owl/resource/560/01/

Attendance: Attending classes, field placement and other activities is vital. It is basic professional behavior to be on-time and prepared. The departmental attendance policy can be found on every syllabus, as well as earlier in this document.
Avoiding Plagiarism: Improperly citing source material (or neglecting to) could result in plagiarism, which could result in dismissal from the program. Becoming more familiar and comfortable with APA style will help to avoid this serious offense.

Belmont University Undergraduate Research Symposium (BURS): Students are required to participate in group projects in SWK 3820 Social Welfare Policy and Services II. Projects are presented during the symposium in the spring semester.

Convocation Credit: It is up to the student to complete convocation credit in a timely manner. It is unacceptable for graduating seniors to disrupt field placement in order to complete convocation credits. As such, all convocation hours must be completed by April of Junior year, and field placement will be delayed until convocation credits are completed.

Email Accounts: Professors and field supervisors are only required to check email correspondence from authorized Belmont University “POP” accounts. No other student email will be recognized as valid for correspondence. Students should check their email at least once per day.

Evaluation of Courses: Students are expected to systematically evaluate all of their courses taken while at Belmont University utilizing the online course evaluation in the Administrative tab within their BIC accounts. Improving social work courses depend upon valid, constructive feedback from students. As beginning professionals, social work students are expected to evaluate systems as part of their ethical conduct.

Make-up work: It is entirely up to the student to inquire about/collect/turn in any missed assignments due to absence.

Portfolio assessment: Submissions of student work are expected to document learning and professional growth throughout the program. Each student will maintain an assessment portfolio and actively participate in the evaluation of their progress toward mastery of core competencies. Portfolio submissions (the artifact and the reflection that accompanies it) are completed in the Senior year, during Capstone. Students are encouraged to save work completed throughout their program of study in order to have a range of submissions from which to choose.

Professional phone/cell phone messages: Students are expected to leave professional voice messaging that may be heard by field supervisors and/or co-workers in a field setting. This applies also to the messages being left by the students.

Standardized testing and assessment: Students are expected to participate in standardized testing and assessment for both the department and the university. Students will be given additional information about specific tests and assessments in a timely fashion when they are requested and/or required to participate in them.
FACULTY

Crowell, Jennifer, Ph.D
Assistant Professor
jennifer.crowell@belmont.edu

Hunt, Julie Williams, LCSW
Associate Professor
julie.hunt@belmont.edu
(615) 460-6671

Simpler, Debbie D., ACSW, LCSW
Professor, Director of Field Education
debbie.simpler@belmont.edu
(615) 460-6291

Sullenberger, Sabrina, PhD, MSW
Associate Professor, Department Chair
sabrina.sullenberger@belmont.edu
(615) 460-5540

STAFF

Peach, Patsy
Program Assistant
patsy.peach@belmont.edu
(615) 460-6401

web page:
www.belmont.edu

Address:
Department of Social Work
1900 Belmont Blvd.
Inman Health Sciences Building Suite 205
Nashville, TN 37212

Fax: (615) 460-6944

Revised August 2015