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OVERVIEW OF FIELD INSTRUCTION

A. History

In 1974, Belmont College, now Belmont University, embarked on an academic major in Social Work. The program began with one faculty member who engineered the major through the curriculum committee for the 1975-76 catalogue. In its infancy, the major was built around 30 hours of Social Work courses with 12 hours of specific prerequisites from the liberal arts core. The first major graduated with a Bachelor of Science (B.S.) degree in May, 1977.

February 1999 marked a new chapter in the Department of Social Work at Belmont University. The Council of Social Work Education granted full accreditation to the Department of Social Work, retroactive to 1996. Beginning in 1999 the University began granting the professional degree, the Bachelor of Social Work (BSW). Belmont University’s Department of Social Work has been continuously accredited since 1999. The Department of Social Work requirements now consist of 52 credit hours of social work courses in addition to the BELL Core general education requirements and additional prerequisites for the BSW degree.

The Department currently has four full-time faculty who advise social work majors, administrate the program, administrate the field practice sequence and instruct students in social work courses. The Department also utilizes qualified social workers in the community to assist as adjunct instructors in the classroom and also as supervisors for our seniors in field placement.

B. Educational Philosophy and Approach

Field education is the signature pedagogy in social work, the element of “instruction and socialization” (CSWE, 2015, p. 12) that teaches future social workers “to think, to perform, and to act ethically and with integrity” (CSWE, 2015, p. 12). The Department of Social Work at Belmont University designs field education to be a two (2) semester sequence of courses in which the student applies conceptual knowledge gained in a classroom to practice with clients in a social work agency. Supervision of the student is provided by practitioners with either a BSW or MSW. Students complete 250 clock hours of work each semester, for a total of 500 clock hours of field instruction. The educational competencies and policies of field instruction conform to the 2015 Educational Policy and Accreditation Standard (2015 EPAS) of CSWE. (To see the competencies in total, go to http://www.cswe.org/Accreditation/EPASRevision.aspx)

The educational philosophy underlying field instruction is a blend of classroom work and on-site experience that is characteristic of the profession. Within a framework of social work values and knowledge, the student in the field placement tests out theory and concepts; develops skills and demonstrates competency; learns to evaluate his/her
performance; and lays the foundation for autonomous generalist social work practice and for contributing to the provision of equitable social services and professional knowledge.

C. Mission Statement

The mission of the Belmont University Department of Social Work is to empower and equip students to live out their calling to serve others and to embody the core values of the social work profession: service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence. Within the context of the liberal arts and modeled after the life and work of Jesus, we prepare students to engage in work at the margins of society and to transform the world in which they live.

D. Department Goals

The goals of the program are:

1. To prepare students for professional social work practice who demonstrate competence and effectiveness as generalist practitioners and who are committed to life-long learning

2. To prepare students who are guided by the knowledge, skills, values and ethics of the social work profession

3. To prepare students to engage as critical and strategic thinkers with respect to issues of oppression, marginalization and other vulnerabilities

4. To produce graduates who promote social and economic justice in communities both local and global

E. Social Work Generalist 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 wellbeing, 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.”
F. Nondiscrimination

The Department of Social Work at Belmont University operates every aspect of the department and its policies without discrimination on the basis of race, color, religion, creed, gender, ethnic or national origin, disability, age, political orientation, or sexual orientation.

G. Life Experience Credit

Academic credit for life experience and previous work experience will not be given, in whole or part, in lieu of the field practicum or of courses in the social work curriculum.

H. Policy for Employment at the Field Site

Students may be placed in an agency in which they are employed provided the following criteria is met:
1. The assignments of the student and the employee differ.
2. If at all possible, the supervisor of the employee and the supervisor of the student differ.
3. At all times, the student is seen as a learner and will be evaluated accordingly.

I. Policy for Safety in Field Placement

Each student will be asked to bring to Field Seminar copies of the Agency’s policy regarding safety in the workplace. This policy needs to reflect procedures to follow regarding weather emergencies as well as potentially violent clients and the cycle of workshops to instruct agency personnel of the policy. If the agency does not have an updated safety policy, the student will be asked to help to prepare such a document for the agency.

J. Description of Field Instruction

1. Field Instruction I

Field Instruction I (SWK 4410) is only available in the fall semester to social work majors who have completed their social work core and foundation courses, have completed all of the required Convocation units, and have been admitted to field. Preparation for Field Instruction I is typically made during the spring semester of the prior academic year in order that field placements may be arranged and students may begin their placement during the first full week of the fall semester. Each student is required to complete a total of 250 clock hours. Transfer students may only transfer field courses if those field courses are from an accredited social work program and meet the clock hour requirements.

2. Field Instruction II
The social work student enters Field Instruction II (SWK 4420) in the Spring semester along with Senior Capstone, SWK 4015. Field Instruction II, available only to Social Work majors who have successfully completed SWK 4410 and all other required social work courses, requires a minimum of 250 clock hours.

Transfer students may only transfer field courses if those field courses are from an accredited program and meet the clock hour requirements. Selection of agencies is meant to provide assignments that will enable the student to meet the educational competencies of the Department of Social Work and Council on Social Work Education. Students are encouraged to collaborate with the Field Director to seek out placements that coincide with their career goals.

3. **Integrative Field Seminar**

A weekly integrative seminar is conducted by the Belmont University Field Director with all students in field placement. The seminar is concurrent with Field I and with Field II. Emphasis is on: a. socialization to the professional role. b. development of a working philosophy combining commitment to service and to institutional system change, utilizing the values of the profession. c. application of the problem-solving model and generalist practice to the field setting d. issues of student self-awareness. e. integration of classroom theory into field practice. Students' actual field experiences are utilized in an effort to help students integrate classroom concepts and theories, and to illuminate and deepen practice.

Each student will complete a journal of field activities and reflections on them using the format provided by the Field Director. This journal will be submitted to the Belmont University Field Director on a weekly basis for additional feedback and to promote deeper learning.

K. **School Social Work**

While the Department of Social Work at Belmont University emphasizes the generalist approach there is an option available to the student that will meet licensure requirements of the State of Tennessee for School Social Work. In addition to meeting the requirements for the BSW, students who are seeking licensure for school social work must also take SWK 3150 (School Social Work), EDU 210 (Foundations of Education), EDU 2110 (Educational Psychology), and EDU 3800R (The Study of Exceptional Children). Additionally, either SWK 4410 or 4420 must be completed in a school certified by the State of Tennessee.

Upon completion of these requirements along with the BSW requirements, the student may submit his/her work to the State of Tennessee Department of Education for a license in School Social Work. It is only with this license that the graduate may work as a school social worker in the state of Tennessee.

Belmont University Social Work Department was the first in the state to be approved for School Social Work Licensure. The program is a joint program with the Department of Education and is approved by the State of Tennessee, the licensure agent.
CRITERIA FOR SELECTION OF AGENCIES

Selection of an agency for field placement requires that the organization used for placement: 1) is recognized in the community as having a social service function, 2) is legally established and has adequate financial support, 3) carries on acceptable social work practice which is in concert with the ethics and philosophical base of social work, 4) is an Equal Opportunity Employer, and 5) that an adequate range and number of learning experiences are available to students in order that they may have the opportunity to demonstrate competence with individuals, families, groups, organizations, and communities.

The agency must approve the arrangements for the placement and the agency staff must be receptive to students and willing to cooperate with their program of instruction. When an agency staff member is to be a Field Instructor, it is hoped that the agency executive will be willing to limit the staff member’s responsibilities to allow sufficient time to hold regular conferences with each student, to be available in emergency situations, to have conferences with the Belmont Field Director and to prepare evaluations of the student's work.

The agency should provide suitable desks, telephones, supplies, computers, reimbursement for travel or other expenses in carrying out agency business, and privacy for interviewing and meeting with clients in a one-to-one relationship or with groups he/she may be leading/co-leading. It is the role of the Belmont Field Director to select agencies based on the above criteria as well as to monitor the agency for continuing compliance with the criteria. After initial placement plans have been made the agency will complete the Field Confirmation Agreement Form and return to Field Director.

CRITERIA FOR SELECTION OF FIELD INSTRUCTORS

Field instructors who are agency employees are selected jointly by the agency and the Belmont Department of University Social Work. In compliance with the 2015 EPAS, field instructors for a BSW student must have a master's or bachelor's degree in social work, and must have two years post social work degree experience in social work. Field instructors’ credentials should enable them to design learning opportunities from a social work perspective in order to help the student master the competencies. The Field Instructor will complete any forms required by the Council on Social Work Education (CSWE), the accrediting body. In consultation with the Director of Field Education, a field instructor may delegate specified areas of instruction to another staff member, a task coordinator. However, the field instructor is responsible for relating that instruction to the educational competencies of field instruction, for monitoring and evaluating the student's performance, and for maintaining regularly scheduled conferences with the student.
ROLES AND RESPONSIBILITIES IN FIELD INSTRUCTION

A. Field Director

The Field Director carries administrative, academic, and consultant responsibilities for the field curriculum. He/she oversees the contribution of field instruction to the competencies of the Social Work Department and carries responsibility for the effective and efficient coordination of field activities involving faculty, students, and agencies.

1. Administrative Responsibilities:
   a. Select new field agencies.
   b. Place students in agencies.
   c. Evaluate and monitor field agencies.
   d. Plan for, coordinate and manage a viable in-service workshop for agency Field Instructors prior to the beginning of each semester.
   e. Maintain efficient reporting systems and records of field instruction activities.
   f. Participate in the preparation and maintenance of a current field instruction manual.

2. Academic Responsibilities:
   a. To initiate and respond to faculty, student, and agency suggestions for the continuous upgrading of the field instruction curriculum.
   b. To conduct periodic evaluations of practicum methodology and outcomes, and initiate appropriate changes.
   c. To apply a grade to the student’s work at the end of the semester.

3. Consultant Responsibilities:
   a. To maintain ongoing contact with the Field Instructor through the semester, one face to face visit will be scheduled for the midpoint of the semester and additional meetings will be scheduled as needed.
   b. Meet with the student once a week in an integrated seminar to discuss the placement, and to be available to the student as necessary.
   c. Assist the Field Instructor in the designing of learning experiences for the student that relate to 2015 EPAS competencies; to assess with the Field Instructor the adequacy of the student's field performance; and to consult with and advise the Field Instructor regarding learning problems that students may have.
   d. To facilitate the provision of appropriate student tasks and assignments.
   e. Provide the Field Instructor with current knowledge about the academic curriculum and any necessary assistance in relating it to field supervision.
   f. Ensure that student evaluations are made promptly in collaboration with the Field Instructor.
   g. Complete evaluations of placement.
B. Field Instructor and Task Coordinator

The Field Instructor has the primary responsibility for the student's education while in the field placement. This involves locating assignments within the agency that will enable the student to achieve satisfactory competence in meeting the standards identified by the standards of the CSWE that are embedded into the student’s learning contract.

It is hoped that the Field Instructor will also share knowledge and stimulate the student's application of theory to practice and practice to theory, provide ongoing feedback, engage in direct observation of student’s skills on a regular basis, help the student to become self-evaluative and complete an end of semester evaluation.

The term, "Task Coordinator" is used to indicate an agency staff member who assumes certain responsibilities for the student's field education as delegated and monitored by the Field Instructor. In general, the Task Coordinator should be well informed of the Department of Social Work's educational competencies, should understand his/her instruction contributes to the student's learning, and should be provided by the Field Instructor and/or the social work program with any necessary resources to accomplish the educational task. The Field Instructor will help the student to integrate the task coordinator’s contribution into the overall educational experience.

The Field Instructor will:

1. Select the most appropriate agency assignments taking into consideration, as much as possible, the student's past experience, learning patterns, career expectations, and Student Learning Contract.
2. Provide orientation to the agency, promote the agency's understanding of the Belmont University Department of Social Work, acceptance of the student, and enable the student to feel a part of the agency.
3. Hold regular conferences with the student and utilize the competencies in the Student Learning Contract.
4. Evaluate progress continuously with the student and provide a written, formal evaluation once a semester to the Field Director prior to the deadline for grades.
5. Be competent to counsel the student and provide guidance/direction should the Field Instructor determine the student is not suited to continue in the present placement. In such a time as this, the agency Field Instructor will notify the Belmont University Field Director to arrange a meeting between the three parties to determine the next course of action on behalf the student and his/her continuing professional educational experience. The actions possible are: placement in another agency; withdrawal from school and/or the program for one semester; voluntary withdrawal from the Belmont University Department of Social Work; dismissal from the Belmont University Department of Social Work in accordance with the policies for dismissal outlined in the program handbook.
6. Contribute knowledge and suggestions to the Belmont University Department of Social Work for updating the field instruction program.
7. Provide a written evaluation of the assistance, coordination and liaison cooperation of the Field Director while working with the Field Instructor and the student during the agency placement.

C. Student

The student is an adult learner demonstrating a commitment to the preparation for a career in the profession of social work. The expectations for the knowledge, values and skills that students must acquire in field practice are specified in the University's Department of Social Work's educational competencies.

Particular expectations for students in the field are:
1. To participate initially with the Field Instructor in examining the educational competencies for field instruction and in selecting tasks and assignments.
2. To prepare for conferences with the Field Instructor by taking the initiative in raising questions for discussion and application of theoretical knowledge to practice.
3. Participate actively in agency staff meetings.
4. To engage actively in the evaluation process, seeking ongoing feedback from the Field Instructor and participating in the end-of-semester formal evaluation.
5. Attend and participate in weekly field seminars at the University.
6. To bring to the Field Instructor any problems or dissatisfaction with the field experience and to engage constructively in finding solutions.
7. To evaluate the field placement in order to provide the social work department with an additional means to consider the agency for future student placements.
8. To meet requirements set by the agency in regards to dress code, background check, agency orientation, and any other professional expectations of the agency.

POLICIES AND PROCEDURES

A. Planning for Field Instruction

The student is expected to be involved in the planning for field instruction. During the spring semester of the year in which the student is enrolled in SWK 3700, Field Forum, the student is expected to:
1. Develop a resume appropriate for a beginning professional.
2. Complete the Application for Field Instruction (See Appendix for Application for Field Instruction)
3. Have completed their convocation requirements prior to entering field.

To further assist the student in planning for field instruction, students who are enrolled in Field Forum (SWK 3700) have an opportunity to speak with current field students and hear
presentations about various field placements. Final field placement decisions for students will be made by the Field Director who must take into consideration the student’s goals as well as the agency’s ability to meet the standards of the 2015 EPAS.

B. Field Instruction Grading Policy

Students will be evaluated by field instructors at the end of the semester on the progress relating to the Student Learning Contract and educational competencies. Evaluation is an ongoing process and one by which the student and Field Instructor monitor the student as a developing social work professional. The Student Learning Contract, Field Instructor meeting and the field curriculum and evaluation forms provide the specified educational competencies against which the student is evaluated. The Field Instructor is responsible for a formal written evaluation at the end of the semester. The Field Director is responsible for assigning the grade after consultation with the Field Instructor. Areas of consideration will include but are not limited to the student's use of field supervision, field seminar performance (including grades on course requirements as outlined by the syllabus), performance with agency staff and the social work professional community and the student's performance as a generalist social worker. Should the student disagree with the semester grade, there is a formal grade appeals process available which is described in the Field Instruction Syllabus.

Grades are determined on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>92-94</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
</tr>
<tr>
<td>F</td>
<td>64 and lower</td>
</tr>
</tbody>
</table>

C. Appeals Process

If students believe they are being unjustly or inequitably treated within their placement, they may appeal to the Social Work Grievance Committee. The procedure for appeal to this committee is found in the Department of Social Work Student Handbook.

D. Regulations Regarding Students in Field Instruction

1. Departmental Expectations

It is expected that students who are in Field Instruction display minimum standards of professional skills as noted below:

Cognitive/Behavioral Skills

Students demonstrate the ability to:

- Abide by the policies and procedures of the Social Work Department and the field
placement facilities (ie: minimum GPA, attendance)

• Adhere to the NASW Code of Ethics
• Adjust to changing situations and uncertainty in an academic and clinical environment
• Calmly handle situations which may be physically, emotionally or intellectually stressful
• Treat people of all cultures without prejudice throughout the lifespan
• Accurately observe, gather and report verbal and written data in a timely manner
• Demonstrate computer literacy at a level sufficient for word processing and treatment documentation
• Display values of caring, empathy, and responsiveness to the needs of clients
• Demonstrate professional behavior in all areas including classroom behavior, professional presentations and field interactions (Refer to Policy on Expectations for Professional Behavior)
• Accurately self-assess performance and strengths and weaknesses
• Professional use of social media

Communication Skills
Students demonstrate the ability to:

• Establish professional, empathic relationships with individuals from a variety of backgrounds and ages, based on trust
• Express own ideas and feelings clearly and respectfully and in a manner conducive to a positive outcome
• Listen actively in order to receive and interpret oral communication
• Consult and collaborate with peers, faculty, social work practitioners and other members of the community
• Comprehend and effectively communicate in the English language orally and in writing using appropriate grammar and vocabulary
• Communicate clearly and audibly during interactions with classmates, faculty, clients and field supervisors
• Demonstrate good interpersonal skills needed for productive classroom discussion, respectful interaction with classmates, faculty, staff, and development of appropriate client/worker relationships
• Work effectively as part of an interdisciplinary team
• Accept constructive feedback and implement subsequent changes

2. Agency Expectations
The student in field instruction has the same professional responsibilities as an employed staff member and is expected to follow agency policies and abide by rules and regulations of the agency. This includes the following:

• Protecting the confidentiality of all information about clients.
• Being available for client emergencies if at all possible, even though these occur after regular hours.
• Notifying the Field Instructor/agency of unavoidable absences or lateness, in advance, if possible.
• Make up time for absences and lateness.
• Follow the dress code of the agency.

As a general rule, students spend only the required number of hours per week in field instruction and reserve the other time for classroom courses and study. Classroom work should not be done during field instruction and ordinarily students should not be asked to fulfill field obligations during class time. A student who works overtime in field instruction for client emergencies or special projects may arrange with the field instructor to take time off for necessary academic work.

Students are usually entitled to holidays listed on the University calendar which fall on field instruction days if they make the Field Instructor aware of these at the beginning of the semester. This also applies to holidays observed by the agency as well as agency closure due to hazardous weather conditions. However, the student is still required to complete satisfactorily the required 250 clock hours for his/her particular field instruction before the end of the semester.

E. Evaluation of Student Performance in Field Instruction

A formal evaluation of each student's progress in field instruction is required at the end of each academic semester. Each student should participate in the evaluation process with her or his field instructor. The student has the right to submit a written statement to the Field Director setting forth aspects of the evaluation with which he/she does not agree.

The evaluation should be a joint appraisal by Field Instructor and student of the student's progress in meeting the educational competencies during the period covered. The student's participation in the evaluation process should stimulate him/her to evaluate critically his/her own performance and to recognize areas of strength and weakness.

The completed evaluation will be maintained by the Field Director. The Field Instructor and the student may also choose to request a copy.

F. Honorarium

At the conclusion of the students' field placement, the Field Instructors will be paid a small honorarium for providing the student's supervision (when not in violation of agency policy).
FIELD PLACEMENT CONTRACT
BELMONT UNIVERSITY
DEPARTMENT OF SOCIAL WORK

This placement of a student Social Work major by the Belmont University Department of Social Work in an agency brings a number of reciprocal responsibilities into action. In a contract sense, this agreement denotes that all parties (university, agency, and the student) will perform specified components of the total field work process. This cooperative effort is delineated as follows:

A. BELMONT UNIVERSITY

1. Assumes initial responsibility for the selection of field placement agencies and students to be placed in an agency, with student’s educational needs and goals as the primary consideration in this decision.

2. Remains cognizant that the agency has the final decision regarding student placement.

3. Provides academic information and other pertinent information concerning the student, as requested, with the permission of the student.

4. Provides the agency with evaluation instruments to be used as criteria for assessment of student’s work. Incorporated within this requirement is the role of providing the agency and Field Instructor with the educational goals of the Department of Social Work.

5. Assumes final responsibility for the administration of the field placement program; including decisions which affect the progress of the student, such as grades, credits, and minimum number of field work hour requirements, with final grading including consideration of agency and Field Instructor recommendation.

6. Provides insurance liability for the student while fulfilling requirements of the agency during his/her assigned field placement.

B. THE AGENCY

1. Provides Belmont University Department of Social Work with a description of the placement and social work tasks involved, so as to further enhance the educational objectives and professional interests of the student.

2. Works in close coordination with the Department of Social Work in planning the student’s educational experience. This includes designating a BSW or MSW to serve as Field Instructor on a continual basis during the student’s placement.

3. Provides students with opportunity to become involved in the total agency operation as is appropriate, and refrain from assigning student "busy work" which is not a part of or related to the social work field experience.
4. Encourages contact between the student and the total agency staff to broaden the student's knowledge base to include administration, planning, community interest, research, and other social work methods or interventions which are unique to the agency.

5. Complies with deadlines for the preparation of reports and evaluations needed in evaluating the student's field work performance, utilizing the 2015 EPAS.

6. Permits students the use of agency facilities during the field placement, including adequate space, access to a telephone, access to clerical materials, etc. This should be as appropriate to the student's defined role and tasks and as permitted by the agency's operational standards.

7. Allows students to evaluate their own practice in order to assess their effective use of social work intervention methods.

8. Provides a diversity of social work experiences that include work with individuals, families, groups, communities, and organization utilizing the generalist perspective.

C. **THE STUDENT**

1. Provides a resume for the placement agency.

2. Accept the responsibilities and rules consistent with the field agency and appropriate to social work practice.

3. Provides his or her transportation to and from the agency.

4. Keeps a weekly journal throughout the field placement to integrate experiential learning with social work competencies. This journal should follow the format provided by the Field Director.

5. Will be punctual and responsible in his or her dealing with the field placement, notifying the Field Instructor of illness or tardiness as is necessary.

6. Participates in his or her performance and field evaluation in the manner requested by both Field Instructor and Social Work Field Director.

7. Conducts self in a professional manner and in a manner reflecting the Christian orientation of the university.

8. Dresses in a professional manner in accordance to agency policy.

9. Provides the agency with any information required by that agency of interns, such as background checks, immunization records, CPR certification.
D. **TERMINATION GUIDELINES**

Because this is a contractual agreement, contingent termination must be anticipated. A field placement may be terminated by any of the participating parties as follows:

1. Written notification and reason for termination must be submitted to all concerned parties.

2. A mutual decision of termination must be achieved by the interaction of all parties; student, Social Work Field Director, and agency representative. The decision and reason for termination will be noted in the student's record.

3. In the instance that a field placement is terminated due to no fault of the student, the Field Director will work with the student to locate another field placement. If a field placement is terminated due to professional or academic concerns related to the student, the student will undergo a performance review as outlined in the Department of Social Work Student Handbook.

These guidelines and agreements are intended to facilitate interaction and cooperation and to avoid unnecessary conflict due to misunderstanding of mutual expectations and responsibilities. Therefore, we the undersigned agree to the above guidelines to the best of our abilities.

____________________________  _______________________
Student Signature                Date

____________________________  _______________________
Field Director                  Date
Belmont University

____________________________  _______________________
Agency Field Instructor         Date

____________________________  _______________________
Other Agency Representative     Date
STUDENT LEARNING CONTRACT FOR THE FIELD

I agree to accomplish the following competencies during the field placement:

STUDENT LEARNING CONTRACT

Student Name__________________________
Placement____________________________________

A learning contract is an agreement for learning activities. Essentially it is a series of statements about what the student and Field Instructor will do in the field setting to achieve specific learning competencies as organized by the 2015 EPAS.

In social work field practice, learning contracts have been used extensively as a means of improving performance. Goals of the learning contract include:
(1) to reduce the subjectivity and ambiguity of field instruction goals, competencies, experiences, and evaluations and
(2) to allow students to be more self-directed and responsible in determining their learning needs, locating information and learning resources, and critiquing their own performance. The underlying premise is that a student learns better and more willingly when he or she participates in designing the learning program.

At the beginning of each semester, students and Field Instructors are required to negotiate the competencies of the learning contract, thereby individualizing it to the mission of the particular agency and the learning opportunities it offers. The signed and dated contract is to be sent to the Field Director three weeks after the initial beginning of the placement. A copy should be retained by both the student and agency Field Instructor. The learning contract does not replace the student evaluation form but is used as a piece of the assessment process.

During the fall semester the Field Instructor and Field Director may need to be more active in helping some students understand the purpose and construction of a learning contract. By the spring semester, all students should be capable of identifying their own learning competencies, devising their own learning contracts, and submitting them to their Field Instructor for input and approval.

LEARNING CONTRACT FOR THE FIELD

Competency 1: Demonstrate Ethical and Professional Behavior

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

Social workers:

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.

Competency 2: Engage Diversity and Difference in Practice

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

Social workers:
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.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

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.

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

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.

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:
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.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand
how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

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.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

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

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

Social workers:

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

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

Social workers:

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.

10. Work toward School Social Work license (if applicable).

Student's Signature ____________________________ Date __________
Agency/Field Instructor Signature ________________ Date __________
Field Director's Signature ________________________ Date __________
# Field Instructor: Student Evaluation Form

Student Name: ________________________________________________________________

Field instructor: ______________________________________________________________

Agency: _____________________________________________________________________

Course: ______ Fall 4410       ______ Spring 4420

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
<th>1=Unsatisfactory</th>
<th>2=Below average,</th>
<th>3=Average</th>
<th>4=Above average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1:</strong> Demonstrate Ethical and Professional Behavior</td>
<td>1. Make ethical decisions by applying the standards of 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</td>
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<tr>
<td></td>
<td>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
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<tr>
<td></td>
<td>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
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<tr>
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<td>4. Use technology ethically and appropriately to facilitate practice outcomes</td>
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<tr>
<td></td>
<td>5. Use supervision and consultation to guide professional judgment and behavior</td>
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</table>

**Comments on Competency 1:**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
<th>1=Unsatisfactory</th>
<th>2=Below average,</th>
<th>3=Average</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 2:</strong> Engage Diversity and Difference in Practice</td>
<td>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</td>
<td>1</td>
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<td></td>
<td>7. Present themselves as learners and engage clients and constituencies as experts of their own experiences</td>
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<td>8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</td>
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</tbody>
</table>
### Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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<tr>
<th>Practice Behavior</th>
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</tr>
</thead>
<tbody>
<tr>
<td>9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</td>
<td>1</td>
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</tr>
<tr>
<td>10. Engage in practices that advance social, economic, and environmental justice</td>
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</table>

**Comments on Competency 3:**

### Competency 4: Engage In Practice-informed Research and Research-informed Practice

<table>
<thead>
<tr>
<th>Practice Behavior</th>
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</thead>
<tbody>
<tr>
<td>11. Use practice experience and theory to inform scientific inquiry and research</td>
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<td>4</td>
</tr>
<tr>
<td>12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
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</tr>
<tr>
<td>13. Use and translate research evidence to inform and improve practice, policy, and service delivery</td>
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**Comments on Competency 4:**

### Competency 5: Engage in Policy Practice

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<tbody>
<tr>
<td>14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>15. Assess how social welfare and economic policies impact the delivery of and access to social services</td>
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<tr>
<td>16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</td>
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**Comments on Competency 5:**
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<tr>
<th>Competency</th>
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<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</strong></td>
<td>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
<td>1</td>
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<tr>
<td></td>
<td>18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
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<tr>
<td><strong>Comments on Competency 6:</strong></td>
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<tr>
<td><strong>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</strong></td>
<td>19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
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<td>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</td>
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<td>21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
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<td>22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</td>
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<td><strong>Comments on Competency 7:</strong></td>
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<tr>
<td><strong>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</strong></td>
<td>23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
<td>1</td>
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<td>24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
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<td>25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
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<td></td>
<td>26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
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<td>27. Facilitate effective transitions and endings that advance mutually agreed-on goals</td>
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</tbody>
</table>
## Comments on Competency 8:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
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</thead>
<tbody>
<tr>
<td>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td></td>
</tr>
<tr>
<td>28. Select and use appropriate methods for evaluation of outcomes</td>
<td></td>
</tr>
<tr>
<td>29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
<td></td>
</tr>
<tr>
<td>30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
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<tr>
<td>31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</td>
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</table>

## Comments on Competency 9:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
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</thead>
<tbody>
<tr>
<td>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
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</table>

## Signatures

<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency/Field Instructor:</td>
<td>____________________________</td>
<td>____________</td>
</tr>
<tr>
<td>Univ. Field Director:</td>
<td>____________________________</td>
<td>____________</td>
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<tr>
<td>Student:</td>
<td>____________________________</td>
<td>____________</td>
</tr>
</tbody>
</table>
**FIELD INSTRUCTOR: PROGRAM EVALUATION FORM**

**STUDENT NAME:**  
**FIELD INSTRUCTOR:**

**AGENCY:**  
**COURSE 4410/4420:**

---

The purpose of this evaluation is to provide honest, confidential feedback related to the professional development of our students. We hope such feedback will aid in the process of continuously improving our program.

1. How would you describe the student’s attitude toward learning and professional development?

2. Please comment on the student’s professionalism (e.g., style of dress, demeanor, punctuality, timely completion of assigned tasks, etc.).

3. Please comment on the overall preparedness of the student for the work environment?
4. How could department faculty better prepare social work students to be successful in this field placement setting, prior to the point at which they enter field?

5. How could department faculty better support students during the time in which they are in field placement?

6. How could department faculty better support or equip field instructors during the field placement?
Belmont University  
Department of Social Work  
Agency and Field Instructor Evaluation Form

Student: ____________________  
Agency: ____________________

Field Instructor: _______________  
Semester/year _______________

Please take a few minutes to complete this field evaluation instrument. The purpose of this evaluation is to provide feedback to your faculty and administration concerning the nature and quality of field placements. We hope such feedback will aid in the process of continuously improving the quality of our program.

*If you score any item at a 2 or lower, please leave a comment explaining your answer so that we can better understand your experience in the field.*

### Agency Evaluation Form

*Use the scale: 1=Rarely, 2=Sometimes, 3=Almost Always, 4=Always*

<table>
<thead>
<tr>
<th>Placement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I worked hard at my placement.</td>
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<tr>
<td><strong>Comment:</strong></td>
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<tr>
<td>I learned a great deal at my placement.</td>
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<td><strong>Comment:</strong></td>
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<tr>
<td>I learned to address ethical issues at this placement.</td>
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<td><strong>Comment:</strong></td>
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<tr>
<td>I assumed personal responsibility for my own learning.</td>
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<td><strong>Comment:</strong></td>
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<tr>
<td>I actively sought and discovered relevant knowledge.</td>
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<td><strong>Comment:</strong></td>
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</table>
**Agency Evaluation Form**

Use the scale: 1=Rarely, 2=Sometimes, 3=Almost Always, 4=Always

<table>
<thead>
<tr>
<th>1</th>
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<th>Comment:</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The placement experience contributed to my understanding of generalist practice (working with individuals, families, groups and communities/organizations).</td>
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<th>1</th>
<th>2</th>
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<th>Comment:</th>
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<tbody>
<tr>
<td></td>
<td></td>
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<td>I applied professional knowledge to real social issues.</td>
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<th>Comment:</th>
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<tbody>
<tr>
<td></td>
<td></td>
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<td>I had to think critically at my placement.</td>
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<th>4</th>
<th>Comment:</th>
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<tbody>
<tr>
<td></td>
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<td>This placement contributed significantly to my professional development.</td>
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</table>

**Field Instructor**

<table>
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<tr>
<th>1</th>
<th>2</th>
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<th>Comment:</th>
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<tbody>
<tr>
<td></td>
<td></td>
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<td>The agency field instructor provided feedback to me.</td>
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<th>Comment:</th>
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<tbody>
<tr>
<td></td>
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<td>The field instructor respected my individual characteristics.</td>
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<th>4</th>
<th>Comment:</th>
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<tbody>
<tr>
<td></td>
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<td>The field instructor valued diversity.</td>
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<th>Comment:</th>
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<tbody>
<tr>
<td></td>
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<td>The field instructor was available for consultation.</td>
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<td>The field instructor communicated clearly.</td>
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The field instructor encouraged me to think critically.

**Comment:**

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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th><strong>Use the scale: 1=Rarely, 2=Sometimes, 3=Almost Always, 4=Always</strong></th>
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<td>The field instructor provided supervision on a regular basis.</td>
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**Comment:**

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<th><strong>Recommendation</strong></th>
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<tbody>
<tr>
<td>No</td>
<td>Yes</td>
<td>Unsure</td>
<td>I would recommend this agency as a learning environment for other social work students.</td>
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</tbody>
</table>

**Comment:**

| No | Yes | Unsure | I would recommend my field instructor to other students. |

**Comment:**

Please answer the following questions:

1. Please comment about the quality of the field supervision you received from the agency-based field instructor. *Please address how frequently this occurred in your answer.*

2. Please comment about the quality of the agency environment as a field placement for BSW students:

3. Please comment about the quality of the placement process (placement procedures, pre-placement interviews, communication with field professor, orientation, etc.)
DESCRIPTION OF SOCIAL WORK COURSES FROM UNIVERSITY CATALOG

SWK 1990-4990. Independent Studies (1-3). Approved independent studies on a special topic with a professor.

SWK 1895-4895. Special Topics (1-3). Unique special topics offered for one semester or a pilot course.

SWK 2000. Introduction to Social Work (3, Spring and Fall). A study of the origins, structure, and characteristics of social work services, social welfare policies, and the social work profession. In addition to other course requirements, the student must complete 15 clock hours of service learning in a social service agency. Gen. Ed. Designation: EL (S – Service Learning).

SWK 2050. Social Work Research (4, Fall). Pre/co-requisites: SWK 2000, MTH 1150. This is an introduction to the methods of scientific inquiry and their relevance to social work. Topics include research design, problem formulation, measurement, data analysis, and ethics in research. Fundamentals of analyzing research reports will also be emphasized. * a 1-hour, web-based lab is included to expand knowledge of APA formatting, Evidence-based practice, and statistical applications.

SWK 2150. Social Work Treatment of Substance Abuse Disorders (3). A generalist social work approach dealing with the history of drug usage/origin, drug usage as a social problem, and a systems approach involving the individual, family/support group and society in dealing with the problem.

SWK 2200. Child Welfare (3). A general study of social work service designed to enhance the welfare of children. Emphasis is on societal problems which cause problems for children and on the activities and programs which provide services to deal with those problems.

SWK 2250. Human Behavior and Social Environment I (3, Spring and Fall). This course examines the biological, psychological, and social development of the individual at different lifespan stages. Students learn about human behavior from the perspective of developmental milestones as well as environmental, societal and cultural issues and contexts.

SWK 2300. Exploring Human Diversity (3). This course examines and explores the intricacies of human diversity. Students will be able to identify areas of oppression and injustice as well as strength and opportunity as they learn about what makes us alike and different. There is an emphasis on critical thinking about, and awareness of, human diversity through readings, films, personal visits and immersion experiences in the
community representing a vast scope of diversity including (but not limited to): age, class, ethnicity, ability, faith, and gender.

**SWK 2350. Poverty in the United States (3).** Working with persons experiencing poverty is a major focus of the social work profession. The primary purpose of this course is to examine the nature of poverty, both rural and urban, in the United States. To achieve this purpose, we will explore and examine the history of poverty in the United States, theories about the causes of poverty, the role of class, social mobility, and the effects of poverty on individual development. We will also examine the demographics of poverty and reflect on the co-occurrence of poverty and oppression. We will also assess various policies and programs that have been designed to alleviate poverty, the effects and consequences of these efforts, and will explore and propose other possible intervention strategies.

**SWK 2400. Social Work Practice in Health Care (3).** This course is designed to provide students with a general understanding of the role of social workers in health settings and with the knowledge to work with individuals and families in a variety of health settings. The course will examine the psychosocial and biological causes of health, illness, and disability from infancy to older adulthood. Students will learn about existing health care issues, ethical concerns, disparities in level of and access to health care, and the range of professional opportunities for social work involvement.

**SWK 2450. Trauma Informed Social Work Practice (3).** This course will present the current conceptualizations of trauma-informed care from an ecological point of view. Emphasis is placed on the biology and neuroscience of stress and trauma, the effects of trauma on populations at-risk and the evolving conceptualization of social work's role in the treatment and prevention of stress and trauma. Acquisition of diagnostic skills will be emphasized throughout the course as well as the knowledgeable applications of "trauma-informed care" to all levels of generalist practice. Evidence-based interventions and treatment solutions will be presented to students, but not expected to be practiced.

**SWK 2950-4950. Studies Abroad (3-18).** Study in a foreign country. Individual course titles and locations are assigned for each course taken. See Studies Abroad program for details.

**SWK 3100. Social Work with the Aging (3).** Basic concepts of generalist social work practice will be applied to the older adult group. The characteristics of aging populations, their needs, and potential will be discussed. Social trends and institutions involved in services to the aged will be included.

**SWK 3150. School Social Work (3, even years, Fall).** A study of current school issues and problems, with emphasis on ways educators, social workers, school psychologists, guidance counselors, students and their families might work toward strengths-based solutions to and prevention of problems within a school culture.
SWK 3210. Social Work Practice I (3, Fall). Prerequisite: SWK 2000. Open to Social Work Majors only. An examination of the knowledge, values, and skills basic to the generalist practice of social work. Students utilize an understanding of the social work process to develop skills in problem-solving with individuals, and families. A videotape experience is provided for skill-building and evaluation opportunities.

SWK 3220. Social Work Practice II (3, Spring). Prerequisite: SWK 3210. A continuation of SWK 3210, including further application of the generalist method of problem-solving with micro and macro systems. The course is focused in group-work of various kinds. Students will learn about group facilitation and have the opportunity to practice skills throughout the course.

SWK 3230. Social Work Practice III (3, Fall). Prerequisite: SWK 3210 and 3220. This course is an examination of the knowledge, values, and skills basic to the generalist practice of social work within groups, organizations and communities. Students build upon the principles of practice from a person-in-environment perspective and apply to macro-level systems. A continuation of SWK 3210 and SWK 3220, this is the concluding course in the three part Social Work practice sequence. Content includes a further application of the generalist model of problem solving within macro systems, with a focus on community development, organizational management, leadership, and grant writing.

SWK 3350. Spiritual Formation and Issues in Social Work (3). An exploration into the study of spiritual formation for the individual as the social worker, examining the importance of acknowledging the spiritual with clients, and addressing issues that one must be sensitive to and work with using the strengths perspective.

SWK 3700. Social Work Field Forum (3, Spring). Prerequisite: Consent of instructor. A forum for junior Social Work majors preparing them for entrance into their field instruction. The course covers, but is not limited to, agency selection, mission statement, client population, student role in an agency setting, professionalism, Social Work values and ethics, and responsibility. Course is graded on a Pass/Fail basis only.

SWK 3810. Social Welfare Policy Issues and Services I (3, Fall). Prerequisite: SWK 2000. An examination of the institution of social welfare with emphasis on the history and systemic nature of service programs. Students examine economic and political processes that impact on the social welfare system especially as they relate to oppressed populations. Students will also be introduced to social policy analysis.

SWK 3820. Social Welfare Policy Issues and Services II (3, Spring). Prerequisite: SWK 3810. An examination of the experiences, needs, and responses of people who have been subjected to institutionalized forms of oppression. Attention is given to the patterns and consequences of discrimination and oppression as they relate to the economic, political, and social welfare systems. Populations include, but are not limited to, those distinguished by age, disablement, sexual orientation, and culture. Students will present
their policy analyses at the Belmont Undergraduate Research Symposium. 

**SWK 4230. Crisis Intervention (3, Fall).** Prerequisite: SWK 3700. **Open to senior-level social work majors only.** A study of short-term, limited-goal generalist techniques and management skills employed by social workers dealing with crisis situations. Self care will be emphasized in this course as the students examine difficult issues.

**SWK 4410. Field Instruction I (6, Fall).** Prerequisite: SWK 3700 or consent of instructor. Two hundred and fifty clock hours of field instruction, supervised by a professional social worker in a social service agency, provide the student an opportunity to implement knowledge learned in foundation courses. Emphasis is on developing generalist social work practice skills. Concurrent with a 1 1/2 hour weekly seminar. Gen. Ed. Designation: EL (I – Internships, Clinicals, Practica).

**SWK 4420. Field Instruction II - Cultural Responsiveness (6, Spring).** Prerequisite: SWK 4410 or consent of instructor. 250 clock hours of field instruction supervised by a professional social worker in a social work setting. This course helps to strengthen the development of the generalist social work and the use of self. A deeper consideration of values and social issues is emphasized. Concurrent with a 1 1/2 hour weekly seminar. Gen. Ed. Designation: EL (I – Internships, Clinicals, Practica).

**SWK 4015. Senior Seminar (3, Spring).** Co-requisite: SWK 4420. This is the culminating experience capstone course for graduating seniors to demonstrate mastery of the professional social work foundation, and prepare them to systematically evaluate their own practice through a major integrative assignment.
BELMONT UNIVERSITY DEPARTMENT OF SOCIAL WORK
APPLICATION FOR FIELD INSTRUCTION I and II
SWK 4410, 4420

Name _________________________________ Date ___________________

Address _________________________________ Belmont email_________________

Telephone number ___________________ Date of Birth _______________________

School Social Work Certification? Yes ______ No ______

# Convo hours Completed by date of application__________

Areas of Placement Preference (Mental Health, School, etc.):

____________________________________________________________________

Agency of Interest- and what about it interests you (population they serve, macro placement, networking, type of agency, etc.)

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Things I should know about your circumstances next year (ie: transportation limitation, sports team schedule, agency settings that might be triggering, interest in international placement, etc.)

____________________________________________________________________

____________________________________________________________________

I, by my signature, understand this application must be submitted to the Field Director no later than February 14, 2017. I further understand the Field Director exercises the final responsibility in identifying acceptable learning experiences for field placements. Placements will be determined on the basis of application submitted, supervision provided by a social worker, individual interviews and available agencies.

Signature of Applicant ___________________ Date ___________________

I have reviewed this application and find the applicant ready to begin Field Instruction.

Field Director ___________________ Date ___________________
CONTACT

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FAX 615 460 6944
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Field Director
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Chair
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Assistant Professor
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Jennifer.crowell@belmont.edu

Physical Location:
Gordon E. Inman Center
Room 205

Revised
Summer 2018