

**BELMONT UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
FIELD MANUAL**

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Field Manual Revised: August, 2009

## **OVERVIEW OF FIELD INSTRUCTION**

### **A. History**

In 1974, Belmont College, now Belmont University, embarked on an academic major in Social Work, replacing a major in Sociology. 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. The Department of Social Work requirements now consist of 18 hours of prerequisites and 42 hours of social work courses. The Department has three 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 makes use of an excellent pool of qualified BSW and MSW educators in the community to assist as field supervisors.

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.

### **B. Educational Philosophy and Approach**

Field instruction in the Department of Social Work at Belmont University is seen as the signature pedagogy. It is a two (2) semester sequence of courses in which the student applies theoretical knowledge in a social work agency. Supervision 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 are formulated by the faculty and periodically revised to reflect changing practice and developing theory and to conform to the 2008 Educational Policy and Accreditation Standard (2008 EPAS) of the Council on Social Work Education. The 2008 EPAS is included in this document as Appendix 1.

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; 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 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.

### **D. Department Goals**

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

#### **E. Social Work Generalist Practice**

Baccalaureate Program Directors (BPD) defines generalist social work practice as follows:

Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well being of individuals, families, groups, communities and organizations and furthering the goals of social justice.

(Discussed and advanced by the BPD Social Work Continuum Committee and approved by the Board of Directors, 2006.)

#### **F. Nondiscrimination**

The Department of Social Work at Belmont University operates every aspect of the department and its policy 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 Working 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. Description of Field Instruction**

### **1. Field Instruction I**

Field Instruction I (SWK 4410) is only available to social work majors in the fall of their senior year providing they have completed their social work core and foundation courses, have completed all of the required Convocation units, and have been admitted to field. Request for field instruction is made during the spring semester of the junior year so arrangements can be made with the agency in which the student will be doing the placement beginning the first full week of school during the upcoming fall semester. The student is required to complete a total of 250 clock hours. Additional course requirements are Crisis Intervention, and other course work such as minor or elective courses. 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. Field Instruction II, available only to Social Work majors who have successfully completed SWK 4410, requires a minimum of 250 clock hours. Additionally, the student takes a social work capstone course, Senior Capstone (SWK 4015), and other courses needed to fulfill graduation requirements. 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. Also, students are encouraged 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. 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.
- f. selection supplemental educational materials.

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 guided journal of tasks, activities, interventions, and personal reflections about what occurred the previous week. This journal will be submitted to the Belmont University Field Director who will use this data to structure seminar topics. Students will include in their journals how the experiences, interventions, and situations apply to social work philosophy, values, course content and personal expectations.

### **4. 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 of other students in the Social Work Department, these students 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). When students have completed all of these requirements, 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 Certification and is only one of three schools in the state which offers this option. 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 related to the Belmont University Department of Social Work educational competencies should be available to students. 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 be willing to limit his/her 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.

### **CRITERIA FOR SELECTION OF FIELD SUPERVISORS**

Field instructors who are agency employees are selected jointly by the agency and the Belmont Department of University Social Work. According to the 2008 EPAS, field instructors must have a master's or bachelor's degree in social work and two years post MSW or BSW practice. 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 provide a résumé and 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.
  - 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 agency visits at least two times during the semester.
  - b. Meet with the student during the two agency visits and 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 2008 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 Social Work Department's educational competencies and 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 individualized educational

methodology to enable the student to learn, evaluate the student through ongoing feedback, regularly scheduled educationally-focused conferences and end-of-semester evaluations, and help the student to become self-evaluative. 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, learning contract and the Department of Social Work's educational competencies.
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 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. At this time, 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;
  - a. placement in another agency.
  - b. withdrawal from school and/or the program for one semester.
  - c. voluntary withdrawal from the Belmont University Department of Social Work.
  - d. involuntary withdrawal from the Belmont University Department of Social Work.
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.

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.

### **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, submitting written recordings, audio or video tapes in advance, and 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. The student is required to provide certification of an up-to-date immunization record to include but may not be limited to Hepatitis A, Hepatitis B, MMR, Polio, TB and DPT; CPR certification, and a background check. This documentation will be on file in the Department of Social Work at Belmont University.

## **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 his/her third year while the student is enrolled in SWK 3700, Field Forum, the student is expected to:

1. Apply for acceptance into field placement through the portfolio (See Social Work Student Handbook and syllabi for Field Forum)
2. Once accepted, complete the application to field in which the student:
  - a. identifies three (3) areas of interest
  - b. three (3) possible placement sites
  - c. Completes a background check
  - d. Shows completion of all required Convocation Units
  - e. Shows certification in C.P.R.
  - f. Verifies all vaccinations are up to date

To further assist the student in planning for field instruction, third year students will be participating in Field Forum (SWK 3700) have an opportunity to speak with current field students and hear presentations about various field assignments. 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 2008 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 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 learning contract, Field Instructor meeting and the field curriculum and evaluation forms provide the specified educational competencies against which the student is evaluated. Formally, the student is evaluated twice in a semester. The first evaluation is at the mid-semester and the second is at the end of the semester.

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, performance with agency staff and the social work professional community and the student's performance as a generalist social worker. The Field Director will conduct a formal evaluation with the student requiring the signature of both parties signifying their understanding of the process and semester grade. Should the student disagree with the semester grade, there is a formal grade appeals process available which is described in the University Bulletin.

Grades are determined on the following scale:

|        |    |              |    |
|--------|----|--------------|----|
| 95-100 | A  | 80-82        | C+ |
| 92-94  | A- | 77-79        | C  |
| 89-91  | B+ | 74-76        | C- |
| 86-88  | B  | 71-73        | D+ |
| 83-85  | B- | 68-70        | D  |
|        |    | 65-67        | D- |
|        |    | 64 and lower | F  |

### **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**

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:

1. Protecting the confidentiality of all information about clients.
2. Being available for client emergencies if at all possible, even though these occur after regular hours.
3. Notifying the Field Instructor/agency of unavoidable absences or lateness, in advance, if possible.
4. Make up time for absences and lateness.
5. 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 and sign the evaluation. Signing the evaluation indicates that the student has read the evaluation, not that he/she agrees entirely with its contents. 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 is given to the Field Director for the student's official folder. The Field Instructor and the student should also keep a copy.

## **F. Termination and Appeals**

### **1. Terminating students from the Social Work Program**

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 from social work programs 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:

#### **a. Inadequate academic performance**

Any student who consistently performs at below average levels in course work is subject to critical review by the social work faculty. Such review is mandatory for students who do not meet the grade point requirements by the end of their second year.

#### **b. Lack of adaptation to the goals of the social work program**

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 unaccommodating of social work values will be encouraged to select another major.

#### **c. 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, relationships with faculty and peers may raise serious questions about the student's ability to perform effectively in a helping relationship.

#### **d. Personal problems**

A student may have personal problems 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.

#### **e. Summary**

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

## **2. Procedures for termination from the Social Work Department**

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 two full time faculty in Social Work, one member from the Advisory Council, and one Social Work student who was 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 and the possible recommendations and actions that could occur.

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

1. Permit the student to continue in the program.
2. Allow the student to withdraw from the Department of Social Work.
3. Terminate the student from the Department of Social Work. The committee would then recommend that the student receive appropriate counseling to make a different career choice.

The committee prepares a written report, which is to be submitted 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 student should notify the Dean of the Inman College of Health Sciences and Nursing, and the Provost.

### **G. Honorarium**

At the conclusion of the students' field placement, the Field Instructors will be paid (when not in violation of agency policy) a \$50.00 minimum honorarium for providing the student's supervision.

**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, placing and monitoring 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. Oversees an on-campus workshop for field supervisors and students with the purpose of orientation, training and dialog. At this workshop, supervisors will be given a copy of the Field Manual which will provide the agency with evaluation instruments to be used as criteria for assessment of student's work. This manual contains policy and procedures as well as 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. Copies of this insurance will be provided as requested.

**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 competencies 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.
6. Permits students the use of agency facilities during the field placement, including adequate space, access to a telephone, access to clerical materials, reimbursement for travel while doing the work of the agency, 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 daily journal of activities, assignments, plans and experiences throughout the field placement to integrate experiential learning and coursework.
5. Will be punctual and responsible in his or her dealing with the field placement, notifying the Field Instructor of illness, tardiness, and absences, 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 immunization, CPR certification, and back ground check.

**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.

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  
Belmont University

\_\_\_\_\_  
Date

\_\_\_\_\_  
Agency Field Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Other Agency Representative

\_\_\_\_\_  
Date

### **LEARNING CONTRACT**

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 2008 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

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

**1. Identify as a professional social worker and conduct one self accordingly**

- a. Integrate knowledge of the history of the profession into practice
- b. Advocate for client access to services
- c. Personal reflection and self-correction for professional development
- d. Attend to professional roles and boundaries
- e. Demonstrate professional demeanor in behavior, appearance, and communication
- f. Engage in career-long learning
- g. Use supervision and consultation

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**2. Apply social work ethical principles to guide professional practice.**

- a. Recognize and manage personal values in a way that allows professional values to guide practice
- b. Make ethical decisions by applying standards of the NASW Code of Ethics
- c. Tolerate ambiguity in resolving ethical dilemmas
- d. Apply strategies of ethical reasoning to arrive at principled decisions

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**3. Apply critical thinking to inform and communicate professional judgments.**

- a. Draw on multiple sources of data
- b. Analyze models of assessment, prevention, intervention, and evaluation
- c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

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**4. Engage diversity and difference in practice**

- a. Recognize the extent to which a culture's structures and values may impact privilege and power
- b. Gain self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- c. Recognize and communicate understanding of the importance of difference in shaping life experiences
- d. View selves as learners and engage those with whom they work as informants

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**5. Advance human rights and social and economic justice**

- a. Understand the forms and mechanisms of oppression and discrimination
- b. Advocate for human rights and social and economic justice
- c. Engage in practices that advance social and economic justice

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**6. Engage in research-informed practice and practice-informed research**

- a. Use practice experiences to inform scientific inquiry
- b. Use research evidence to inform practice

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7. **Apply knowledge of human behavior and the social environment**  
a. Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation  
b. Critique and apply knowledge to understand person and environment

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8. **Engage in policy practice to advance well-being and deliver services**  
a. Analyze, formulate and advocate for policies that advance social well-being  
b. Collaborate with colleagues and clients for effective policy action

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9. **Respond to contexts that shape practice**  
a. Discover, appraise and attend to changing contexts to provide relevant services  
b. Provide leadership in promoting changes in service delivery and practice to improve service quality

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10. **(a)Engage, (b)assess, (c)intervene, and (d)evaluate with individuals, families, groups, organizations, and communities**

**A. Engage**

1. Substantively and effectively prepare for action at all levels of practice
2. Use empathy and other interpersonal skills
3. Develop mutually agreed-upon focus and desired outcomes

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**B. Assessment**

1. Collect, organize and interpret client data
2. Assess client strengths and limitations
3. Develop mutually agreed on intervention goals and objectives
4. Select appropriate intervention strategies

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**C. Intervention**

1. Initiate actions to achieve organizational goals
2. Implement prevention intervention that enhances client capacities
3. Help clients resolve problems
4. Negotiate, mediate, and advocate for clients
5. Facilitate transitions and endings

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**D. Evaluation**

1. Critically analyze, monitor, and evaluate interventions with the goal of continuous improvement.

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**11. Work toward School Social Work license (if applicable).**

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Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Field Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Field Director's Signature \_\_\_\_\_ Date \_\_\_\_\_

**FIELD SUPERVISOR EVALUATION OF STUDENT**

**STUDENT:**

**AGENCY SUPERVISOR:**

**COURSE:**  
SWK 4410 / SWK 4420

**Instructions: In each category, circle the number which best reflects the student's level of achievement.**

| <b>Competency</b>   | <b>Practice Behavior</b>  | <b>1</b>  | <b>2</b> | <b>3</b> | <b>4</b> | <b>Comments/<br/>applicability</b> |
|---|---|---|----------|----------|----------|------------------------------------|
|   |   | <b>1=unsatisfactory, 2=below average, 3=average 4=above average</b> |          |          |          |                                    |
| 2.1.1<br>Identify as a professional social worker and conduct oneself accordingly | 1. Integrate knowledge of history of the profession into practice   | 1   | 2        | 3        | 4        |                                    |
|   | 2. Advocate for client access to services   | 1   | 2        | 3        | 4        |                                    |
|   | 3. Personal reflection and self-correction for professional development                                     | 1   | 2        | 3        | 4        |                                    |
|   | 4. Attend to professional roles and boundaries  | 1   | 2        | 3        | 4        |                                    |
|   | 5. Demonstrate professional demeanor  | 1   | 2        | 3        | 4        |                                    |
|   | 6. Engage in career long learning   | 1   | 2        | 3        | 4        |                                    |
|   | 7. Use supervision and consultation   | 1   | 2        | 3        | 4        |                                    |
| <b>Competency</b>   | <b>Practice Behavior</b>  |   |          |          |          |                                    |
| 2.1.2 Apply social work ethical principles to guide professional practice         | 8. Recognize and manage personal values to allow professional values to guide practice                      | 1   | 2        | 3        | 4        |                                    |
|   | 9. Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles | 1   | 2        | 3        | 4        |                                    |
|   | 10. Tolerate ambiguity in resolving ethical dilemmas  | 1   | 2        | 3        | 4        |                                    |
|   | 11. Apply strategies of ethical reasoning to arrive at principled decisions                                 | 1   | 2        | 3        | 4        |                                    |
| <b>Competency</b>   | <b>Practice Behavior</b>  |   |          |          |          |                                    |
| 2.1.3 Apply critical thinking to inform and communicate professional              | 12. Draw on multiple sources of knowledge   | 1   | 2        | 3        | 4        |                                    |
|   | 13. Analyze models of assessment, prevention, intervention and evaluation                                   | 1   | 2        | 3        | 4        |                                    |

|  |   |   |   |   |   |  |
|--|---|---|---|---|---|--|
| judgments  | 14. Demonstrate effective oral and written communication  | 1 | 2 | 3 | 4 |  |
| <b>Competency</b>  | <b>Practice Behavior</b>  |   |   |   |   |  |
| 2.1.4<br>Engage diversity and difference in practice                         | 15. Recognize how a culture's structure and values may impact privilege and power                               | 1 | 2 | 3 | 4 |  |
|  | 16. Gain self-awareness to eliminate the influence of personal biases and values in working with diverse groups | 1 | 2 | 3 | 4 |  |
|  | 17. Recognize and communicate understanding of the importance of difference in shaping life experiences         | 1 | 2 | 3 | 4 |  |
|  | 18. View selves as learners and engage those with whom they work as informants                                  | 1 | 2 | 3 | 4 |  |
| <b>Competency</b>  | <b>Practice Behavior</b>  |   |   |   |   |  |
| 2.1.5<br>Advance human rights and social and economic justice                | 19. Understand the forms and mechanisms of oppression and discrimination  | 1 | 2 | 3 | 4 |  |
|  | 20. Advocate for human rights and social and economic justice   | 1 | 2 | 3 | 4 |  |
|  | 21. Engage in practices that advance social and economic justice  | 1 | 2 | 3 | 4 |  |
| <b>Competency</b>  | <b>Practice Behavior</b>  |   |   |   |   |  |
| 2.1.6<br>Engage in research-informed practice and practice-informed research | 22. Use practice experiences to inform scientific inquiry   | 1 | 2 | 3 | 4 |  |
|  | 23. Use research evidence to inform practice  | 1 | 2 | 3 | 4 |  |
| <b>Competency</b>  | <b>Practice Behavior</b>  |   |   |   |   |  |
| 2.1.7<br>Apply knowledge of human behavior and the social environment        | 24. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation            | 1 | 2 | 3 | 4 |  |
|  | 25. Critique and apply knowledge to understand person and environment   | 1 | 2 | 3 | 4 |  |
| 2.1.8<br>Engage in policy  | 26. Analyze, formulate, and advocate for policies that advance social well-being                                | 1 | 2 | 3 | 4 |  |

|   |   |   |   |   |   |  |
|---|---|---|---|---|---|--|
| practice to advance well-being and deliver services |   |   |   |   |   |  |
|   | 27. Collaborate with colleagues and clients for effective policy action                                 | 1 | 2 | 3 | 4 |  |
| <b>Competency</b>                                   | <b>Practice Behavior</b>  |   |   |   |   |  |
| 2.1.8<br>Respond to contexts that shape practice    | 28. Discover, appraise and attend to changing contexts to provide relevant services                     | 1 | 2 | 3 | 4 |  |
|   | 29. Provide leadership in promoting changes in service delivery and practice to improve service quality | 1 | 2 | 3 | 4 |  |
| <b>Competency</b>                                   | <b>Practice Behavior</b>  |   |   |   |   |  |
| 2.1.10 a<br>Engagement                              | 30. Substantively and affectively prepare for action at all levels of practice                          | 1 | 2 | 3 | 4 |  |
|   | 31. Use empathy and other interpersonal skills  | 1 | 2 | 3 | 4 |  |
|   | 32. Develop a mutually agreed-on focus and desired outcomes   | 1 | 2 | 3 | 4 |  |
| 2.1.10b<br>Assessment                               | 33. Collect, organize, and interpret client data  | 1 | 2 | 3 | 4 |  |
|   | 34. Assess client strengths and limitations   | 1 | 2 | 3 | 4 |  |
|   | 35. Develop mutually agreed-on intervention goals and objectives  | 1 | 2 | 3 | 4 |  |
|   | 36. Select appropriate intervention strategies  | 1 | 2 | 3 | 4 |  |
| 2.1.10 c<br>Intervention                            | 37. Initiate actions to achieve organizational goals  | 1 | 2 | 3 | 4 |  |
|   | 38. Implement prevention intervention that enhances client capacities                                   | 1 | 2 | 3 | 4 |  |
|   | 39. Help clients resolve problems   | 1 | 2 | 3 | 4 |  |
|   | 40. Negotiate, mediate, and advocate for clients  | 1 | 2 | 3 | 4 |  |
|   | 41. Facilitate transitions and endings  | 1 | 2 | 3 | 4 |  |
| 2.1.10 d<br>Evaluation                              | 42. Critically analyze, monitor, and evaluate intervention  | 1 | 2 | 3 | 4 |  |

Agency Supervisor \_\_\_\_\_ Student \_\_\_\_\_

Field Director \_\_\_\_\_ Date \_\_\_\_\_

**FIELD INSTRUCTOR EVALUATION OF FIELD DIRECTOR SUPPORT**

Date \_\_\_\_\_

Agency \_\_\_\_\_

Field Instructor \_\_\_\_\_

1. Did the Field Director:

a. introduce the Field Instructor to the prospective student prior to the placement semester  
\_\_\_ YES; \_\_\_ NO

b. provide the Field Instructor with an opportunity to attend an in-service seminar?  
\_\_\_ YES; \_\_\_ NO.

(1) Topics covered (mark X in all blanks that are appropriate)

- (a) Field manual \_\_\_\_\_
- (b) Agency contract \_\_\_\_\_
- (c) Student learning contract \_\_\_\_\_
- (d) 2008 EPAS \_\_\_\_\_
- (e) Evaluations:
  - (1) Field Instructor of student \_\_\_\_\_
  - (2) Field Instructor of Field Director Support \_\_\_\_\_
  - (3) Student of field placement \_\_\_\_\_
  - (4) Field Director of field placement \_\_\_\_\_
  - (5) Field Director of student \_\_\_\_\_

c. Did you have an opportunity to ask questions? \_\_\_ YES; \_\_\_ NO

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

d. Did you participate in group discussions? \_\_\_ YES; \_\_\_ NO

Comment: \_\_\_\_\_  
\_\_\_\_\_

2. Did the Field Director visit the student and the Field Instructor in the agency?  
\_\_\_ YES; \_\_\_ NO; Number of visits \_\_\_\_\_

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. The Field Director (mark all appropriate blanks with an X)
- a. showed an interest in the student and his/her performance in the agency \_\_\_\_\_
  - b. discussed students' performance with the Field Instructor \_\_\_\_\_
  - c. discuss the students' performance with the student \_\_\_\_\_
  - d. reviewed written material completed by the student \_\_\_\_\_
  - e. confirmed date and time of next visit \_\_\_\_\_

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Did the Belmont University Department of Social Work, through the Field Director provide or offer to provide additional assistance as deemed needed by the Field Instructor or agency?  
\_\_\_\_ YES; \_\_\_\_ NO

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Field Instructor \_\_\_\_\_

Agency \_\_\_\_\_

Date \_\_\_\_\_

Date placed in agency file \_\_\_\_\_

**STUDENT'S EVALUATION OF PLACEMENT**

Date \_\_\_\_\_

Student (print) \_\_\_\_\_

Agency \_\_\_\_\_

Field Instructor \_\_\_\_\_

1. Were you:

- a. introduced to your field placement agency/Field Instructor prior to the beginning of your semester in the agency? \_\_\_\_ YES; \_\_\_\_ NO

Comment: \_\_\_\_\_  
\_\_\_\_\_

- b. If yes, did you find this visit was beneficial? \_\_\_\_ YES; \_\_\_\_ NO

Comment: \_\_\_\_\_  
\_\_\_\_\_

2. Did your agency Field Instructor (mark all appropriate blanks with an X)

- a. meet with you the first day of your placement \_\_\_\_\_  
b. introduce you to the agency staff \_\_\_\_\_  
c. provide you with a work space \_\_\_\_\_  
d. provide you with an agency orientation \_\_\_\_\_  
e. provide you with a Instructor schedule \_\_\_\_\_  
f. if applicable, introduce you to your task coordinator \_\_\_\_\_

Comment: (add additional sheet if necessary) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Did you participate in any of the following experiences? (mark all that apply)

- a. Agency staff meetings \_\_\_\_\_  
b. Agency in-service \_\_\_\_\_  
c. Intake interviews:  
    (1) Telephone \_\_\_\_\_  
    (2) Scheduled one-to-one \_\_\_\_\_  
    (3) Walk-ins \_\_\_\_\_  
d. Carry a caseload \_\_\_\_ YES; \_\_\_\_ NO. If yes how many? \_\_\_\_.  
e. Make home visits \_\_\_\_\_  
f. Group experience as \_\_\_\_ observer; \_\_\_\_ co-leader; \_\_\_\_ leader.  
g. Crisis management \_\_\_\_\_  
h. Client referrals to other agencies \_\_\_\_\_

- i. Instructor meetings:
  - (1) weekly \_\_\_\_\_
  - (2) Every now and then \_\_\_\_\_
  - (3) seldom \_\_\_\_\_
  - (4) never \_\_\_\_\_
- j. Meetings with the Field Director and Field Instructor:
  - (1) three times \_\_\_\_\_
  - (2) two times \_\_\_\_\_
  - (3) one time \_\_\_\_\_
  - (4) never \_\_\_\_\_

Comment: (add additional sheet if necessary) \_\_\_\_\_

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4. Did you feel the field placement was a relevant learning experience? \_\_\_\_ YES; \_\_\_\_ NO  
(add additional sheet if necessary)

WHY: \_\_\_\_\_

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5. Would you recommend continuation of this agency as a field placement for future social work students in this program? \_\_\_\_ YES; \_\_\_\_ NO. (add additional sheet if necessary)

WHY: \_\_\_\_\_

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Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Date placed in student file \_\_\_\_\_

**FIELD DIRECTOR EVALUATION OF FIELD PLACEMENT**

Date \_\_\_\_\_

Agency \_\_\_\_\_

Field Instructor \_\_\_\_\_

Student \_\_\_\_\_

1. Date and circumstances of introduction of student to the agency/Field Instructor.

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2. Participation of the Field Instructor in the in-service seminar.

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3. Results of meetings with Field Instructor and the student in the agency.

- a. Meeting #1

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- b. Meeting #2

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4. Were there circumstances requiring additional meetings with the Field Instructor?  
\_\_\_\_ YES; \_\_\_\_ NO.

Comment: \_\_\_\_\_

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5. Overall evaluation of this field placement this semester.

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Field Director signature \_\_\_\_\_

Date \_\_\_\_\_

Copy furnished agency \_\_\_\_\_ YES; \_\_\_\_\_ NO

Date \_\_\_\_\_

Date placed in agency file \_\_\_\_\_

**FIELD DIRECTOR'S EVALUATION OF STUDENT**

Date \_\_\_\_\_

Student \_\_\_\_\_

Agency \_\_\_\_\_

Field Instructor \_\_\_\_\_

1. Student's attitude toward agency/Field Instructor.

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2. Student's participation in the field seminar.

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3. Student's involvement in the agency during the semester.

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4. Student's accomplishments of Competencies

2.2.1. \_\_\_\_\_

2.1.2. \_\_\_\_\_

2.1.3. \_\_\_\_\_

2.1.4. \_\_\_\_\_

2.1.5. \_\_\_\_\_

2.1.6. \_\_\_\_\_

2.1.7. \_\_\_\_\_

2.1.8. \_\_\_\_\_

2.1.9 \_\_\_\_\_  
2.1.10 a. \_\_\_\_\_  
2.1.10 b. \_\_\_\_\_  
2.1.10c. \_\_\_\_\_  
2.1.10d. \_\_\_\_\_

5. Overall assessment of student in this field placement during this semester (add additional sheets if necessary)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Field Director signature \_\_\_\_\_ Date \_\_\_\_\_

Date placed in student file \_\_\_\_\_

## Appendix 1

### Educational Policy and Accreditation Standards (2008 EPAS)

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#### Educational Policy and Accreditation Standards

#### **Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards**

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service.

Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate. EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature.

Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) level.

#### **1. Program Mission and Goals**

##### **Educational Policy 1.0—Program Mission and Goals**

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

##### **Educational Policy 1.1—Values (1)**

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

##### **Educational Policy 1.2—Program Context**

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

##### **Accreditation Standard 1.0—Mission and Goals**

*The social work program's mission and goals reflect the profession's purpose and values and the program's context.*

**1.0.1** *The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.*

**1.0.2** *The program identifies its goals and demonstrates how they are derived from the program's*

*mission.*

<sup>1</sup> These six value elements reflect the National Association of Social Workers *Code of Ethics*. National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW.

## **2. Explicit Curriculum**

### **Educational Policy 2.0—The Social Work Curriculum and Professional Practice**

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies.

### **Educational Policy 2.1—Core Competencies**

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below

[EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods.

Programs may add competencies consistent with their missions and goals.

### **Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

### **Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;<sup>3</sup>
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

### **Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple

<sup>2</sup>National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*.

Washington, DC: NASW.

<sup>3</sup>International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics*

in *Social Work, Statement of Principles*. Retrieved January 2, 202008 from <http://www.ifsw.org>

factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.

Social workers appreciate 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

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

- critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Educational Policy 2.1.10(a)—Engagement**

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

**Educational Policy 2.1.10(b)—Assessment**

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

**Educational Policy 2.1.10(c)—Intervention**

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

**Educational Policy 2.1.10(d)—Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.

**Educational Policy B2.2—Generalist Practice**

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and

intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

### **Educational Policy 2.3—Signature Pedagogy: Field Education**

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.<sup>4</sup> In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

#### **Accreditation Standard B2.0—Curriculum**

*The 10 core competencies are used to design the professional curriculum. The program*  
**B2.0.1** *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*

**B2.0.2** *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*

**B2.0.3** *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*

<sup>4</sup>Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

**B2.0.4** *Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

**B2.0.5** *Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.*

#### **Accreditation Standard 2.1—Field Education**

*The program discusses how its field education program*

**2.1.1** *Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*

**B2.1.2** *Provides generalist practice opportunities for students to demonstrate the core competencies.*

**2.1.3** *Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.*

**2.1.4** *Admits only those students who have met the program's specified criteria for field education.*

**2.1.5** *Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.*

**2.1.6** *Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*

**2.1.7** *Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*

*2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.*

### **3. Implicit Curriculum**

#### **Educational Policy 3.0—Implicit Curriculum: The Learning Environment**

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.<sup>5</sup>

#### **Educational Policy 3.1—Diversity**

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender,

<sup>5</sup> Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.).

New York: Macmillan.

gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

#### **Accreditation Standard 3.1—Diversity**

**3.1.1** *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*

**3.1.2** *The program describes how its learning environment models affirmation and respect for diversity and difference.*

**3.1.3** *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

#### **Educational Policy 3.2—Student Development**

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

#### **Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and**

#### **Termination; and Student Participation**

##### **Admissions**

**B3.2.1** *The program identifies the criteria it uses for admission.*

**3.2.2** *The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*

**3.2.4** *The program describes its policies and procedures concerning the transfer of credits.*

**3.2.5** *The program submits its written policy indicating that it does not grant social work course*

credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

**Advisement, retention, and termination**

**3.2.6** The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

**3.2.7** The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

**3.2.8** The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

**Student participation**

**3.2.9** The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

**3.2.10** The program demonstrates how it provides opportunities and encourages students to organize in their interests.

**Educational Policy 3.3—Faculty**

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

**Accreditation Standard 3.3—Faculty**

**3.3.1** The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

**3.3.2** The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.

**3.3.3** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

**3.3.4** The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

**3.3.5** Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

**3.3.6** The program describes how its faculty models the behavior and values of the profession in the program's educational environment.

**Educational Policy 3.4—Administrative Structure**

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

**Accreditation Standard 3.4—Administrative Structure**

- 3.4.1** *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*
- 3.4.2** *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*
- 3.4.3** *The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*
- 3.4.4** *The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*
- 3.4.4(a)** *The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.*
- 3.4.4(b)** *The program provides documentation that the director has a full-time appointment to the social work program.*
- 3.4.4(c)** *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*
- 3.4.5** *The program identifies the field education director.*
- 3.4.5(a)** *The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.*
- 3.4.5(b)** *The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post baccalaureate or postmaster's social work degree practice experience.*
- B3.4.5(c)** *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.*
- 3.4.5(d)** *The program provides documentation that the field director has a fulltime appointment to the social work program.*

### **Educational Policy 3.5—Resources**

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

### **Accreditation Standard 3.5—Resources**

- 3.5.1** *The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.*
- 3.5.2** *The program describes how it uses resources to continuously improve the program and address challenges in the program's context.*
- 3.5.3** *The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.*
- 3.5.4** *The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.*

**3.5.5** *The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.*

**3.5.6** *The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).*

#### **4. Assessment**

##### **Educational Policy 4.0—Assessment**

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

##### **Accreditation Standard 4.0—Assessment**

**4.0.1** *The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).*

**4.0.2** *The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.*

**4.0.3** *The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.*

**4.0.4** *The program describes how it makes its constituencies aware of its assessment outcomes.*

**4.0.5** *The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*

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Sections renumbered December 2001, released April 2002, corrected May 2002, July 2002, November 2002. Revised June 2003 and October 2004.

## **Appendix 2**

### **Policy Regarding the Chemically Impaired Student**

Rationale for policy and procedure:

The Gordon E. Inman College of Health Sciences and Nursing (College) requires that students provide safe, effective, and supportive client care. Students who are chemically impaired may be less capable of making important judgments and maintaining a safe environment for clients under their care. Students who are chemically impaired in the clinical setting may in fact jeopardize the lives of their clients. In addition, chemical impairment has a negative effect on the personal health of the student.

The College defines the chemically impaired student as a person who, while in the classroom, laboratory, or clinical setting, is under the influence of, or has abused, either separately or in combination: alcohol, illegal drugs, inhalants, or synthetic designer drugs. Abuse of the substances includes episodic use or misuse, or chronic use that has produced psychological and/or physical signs and symptoms. This includes the abuse of or impairment by the use of prescription medication. It is the position of the College that chemical dependency is a treatable disease. With the proper treatment, monitoring, and support, students can become safe, competent professionals.

The American Association of Colleges of Nursing (AACN) has issued a position statement on substance abuse in nursing education (AACN, 1996). Among their assumptions and principles are the statements that:

- substance abuse compromises both the educational process and patient care and must be addressed by schools of nursing;
- academic units in nursing have a commitment to and a unique role in the identification of abuse, intervention, referral for treatment, and monitoring of recovering individuals;
- addicted persons need help to recognize the consequences of their substance use;
- addiction is a treatable illness, and rehabilitative and therapeutic approaches are effective in facilitating recovery; and
- individuals with addictive illnesses should receive an opportunity for treatment in lieu of, or before, disciplinary action. (AACN, 1996, p.254)

The American Physical Therapy Association's Position on Substance Abuse (HOD 06-93-25-49) recognizes that alcoholism and other drug addictions adversely affect health and professional roles. The House of Delegates encourages the identification and supportive assistance of professionals who experience substance abuse and recommends treatment so that re-entry into the profession is possible.

### **Policy statement**

It is the policy of the College that students must be free of chemical impairment during participation in any part of the program including classroom, laboratory, and clinical activities. College faculty members will intervene with a chemically impaired student as outlined in the established procedure of the respective school. Until the problem has been satisfactorily resolved, the student will not participate in any clinical or field activities where they would have patient/client contact. It is the policy of the College that students may be required to leave the clinical/fieldwork setting immediately if chemical impairment is suspected. Students may be required to undergo a urine drug screen and evaluation by an outside professional expert to assess for chemical impairment. Treatment as indicated by the substance abuse professional will be required as well as follow-up, aftercare, and ongoing monitoring. Failure to abide by the treatment plan as outlined will result in suspension and/or dismissal from the program.

### **Appendix 3**

#### **BELMONT UNIVERSITY SOCIAL WORK COURSES**

**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 25 clock hours of service learning in a social service agency. Required Course.  
Gen. Ed. Designation: EL (S – Service Learning).

**SWK 2050. Research in Social Work (3, Fall).** *Prerequisites: MTH 1150* 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. Required Course.

**SWK 2150. Issues in Substance Abuse (3 hours).** *Prerequisites: SWK 200.* A generalist social work approach dealing with the history of drug usage/origin, drug usage as a social problem, and a system approach involving the individual, family/support group and society in dealing with the problem. Elective Course.

**SWK 2200. Child Welfare (3 hours).** *Prerequisites: SWK 2000.* 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. Elective Course.

**SWK 2250. Human Behavior and Social Environment I (3, Fall).** *Prerequisite BIO 1010; pre- or co requisites: SWK 2000.* An examination of the development of the individual throughout the life span. Focus will be on the biological, psychological, spiritual, and cognitive development of the individual interacting with societal and cultural groups. Required Course.

**SWK 2260. Human Behavior and Social Environment II (3, Spring).** *Prerequisite: SWK 2250.* An examination of the social systems approach to understanding human behavior and diversity within families, groups, organizations, and communities. Particular focus will be on the relationship among biological, social, psychological, and cultural systems as they affect and are affected by human behavior. Required Course.

**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. Elective Course.

**SWK 3100. Social Work with the Aging (3 hours).** *Prerequisites: SWK 2000.* Basic concepts of generalist social work practice will be applied to the older adult group. The characteristics of the aged, its needs and potential will be discussed. Social trends and institutions involved in services to the aged will be included. Elective Course.

**SWK 3150. School Social Work (3, even years, Fall).** *Pre or co requisite: SWK 2000.* A study of current school issues and problems, with emphasis on ways educators, school psychologists, guidance counselors, and social workers may work toward prevention of problems in the school setting. Required for School Social Work Licensure.

**SWK 3210. Social Work Practice I (3, Fall).** *Prerequisite: Admission to the Social Work Program.* 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, families, and groups. A videotape experience is provided for skill-building and evaluation opportunities. Required Course.

**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. Students utilize an understanding of policy, human behavior and the social environment, and research to develop a community based project which will be presented at Belmont Undergraduate Research Symposium (BURS). Required Course.  
Gen. Ed. Designation: EL (R – Undergraduate Research).

**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. Elective Course.

**SWK 3700. Social Work Field Forum (0, Spring).** *Prerequisite: Consent of instructor or junior standing-Social Work major.* An eight week 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. Required Course.

**SWK 3810. Social Welfare Policy Issues and Services I (3, Fall).** *Prerequisites: PSC 1210.* 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. Required Course.

**SWK 3820. Social Welfare Policy Issues and Services II (3, Spring).** *Prerequisites: 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 (BURS). Required Course.  
Gen. Ed. Designation: EL (R – Undergraduate Research).

**SWK 4230. Crisis Intervention (3, Fall).** *Prerequisites: SWK 3220.* A study of short-term, limited-goal generalist techniques and management skills employed by social workers dealing with crisis situations. Required Course.

**SWK 4410. Field Instruction I (6, Fall).** *Prerequisite: SWK 3220 and admission to Field Placement.* Two hundred and fifty clock hours of field instruction, supervised by a professional social worker in a local 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 on-campus seminar. Required Course.  
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 on-campus seminar. Gen. Ed. Designation: EL (I – Internships, Clinicals, Practica). Required Course.

**SWK 4015. Senior Seminar (3, Spring).** *Co requisite: SWK 4420.* A 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. Required Course.

**SWK 4700. Advanced Study in Social Work (1-3).** *Prerequisites: Consent of instructor and junior or senior status.* A specialized study based on student needs. Occasional offerings will extend into areas of study already introduced in other courses. Offerings may include subjects such as poverty in America, cross-cultural communication, hospital social work or trips abroad. Elective course.

**Appendix 4 BELMONT UNIVERSITY DEPARTMENT OF SOCIAL WORK  
APPLICATION FOR FIELD INSTRUCTION  
(Only Available to Social Work Majors)  
SWK 4410, 4420**

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Address \_\_\_\_\_ email \_\_\_\_\_  
 Telephone number \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ GPA \_\_\_\_\_  
 School Social Work Certification? Yes \_\_\_\_\_ No \_\_\_\_\_

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

| SWK 4410 Fall Semester | SWK 4420 Spring Semester |
|------------------------|--------------------------|
| 1.                     | 1.                       |
| 2.                     | 2.                       |
| 3.                     | 3.                       |

**Specific Agency Preference :**

| SWK 4410 Fall Semester | SWK 4420 Spring Semester |
|------------------------|--------------------------|
| 1.                     | 1.                       |
| 2.                     | 2.                       |
| 3.                     | 3.                       |

What are the learning expectations you have of Field Instruction?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I have been accepted into the Field program: Date of acceptance: \_\_\_\_\_

I am attaching my immunization record: Yes \_\_\_\_\_ No \_\_\_\_\_

I am attaching my certification in CPR and certified background check: Yes \_\_\_\_\_ No \_\_\_\_\_

I am attaching verification of the completion of all Convocation Units: Yes \_\_\_\_\_ No \_\_\_\_\_

I am emailing a copy of my resume on a .doc document to the Field Director Yes \_\_\_ No \_\_\_

I, by my signature, understand this application must be submitted to the Field Director no later than March the first (3/1), Spring Semester. I further understand the Field Director exercises the final responsibility in identifying acceptable learning experiences for field placements. Assignments will be made on the basis of application submitted, 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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Revised

August, 2009