

**BELMONT UNIVERSITY**

**Department of Social Work**

**Student Handbook**

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## **DEPARTMENT OF SOCIAL WORK**

### **Mission Statement**

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

### **Department Goals**

The goals of the program are:

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

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

### **Accreditation Status**

The Department of Social Work was awarded full accreditation for baccalaureate level social work from the Council on Social Work Education (CSWE) in February 1999. The program will be seeking Reaffirmation in February, 2011.

### **STUDENT OUTCOMES/COMPETENCIES**

The following professional core competencies are guided by the Council on Social Work Education (2008 EPAS).

Prior to completion of the program, and, to be in compliance with the department mission, students must:

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments

4. Engage diversity and difference in practice
5. Advance human rights and social justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance well-being and deliver services
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
11. [If pursuing licensure in School Social Work], complete all requirements listed in the undergraduate catalog

The following is a list of 42 practice behaviors that are associated with the ten core competencies.

### **Core Competency EP 2.1.1**

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

1. Integrate knowledge of the history of the profession into practice.
2. Advocate for client access to services.
3. Personal reflection and self-correction for professional development
4. Attend to professional roles and boundaries
5. Demonstrate professional demeanor
6. Engage in career-long learning
7. Use supervision and consultation

### **Core Competency EP 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
9. Make ethical decisions by applying the NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles.
10. Tolerate ambiguity in resolving ethical dilemmas
11. Apply strategies of ethical reasoning to arrive at principled decisions

### **Core Competency EP 2.1.3**

#### **Apply critical thinking to inform and communicate professional judgments**

12. Draw on multiple sources of knowledge
13. Analyze models of assessment, prevention, intervention, and evaluation
14. Demonstrate effective oral and written communication

### **Core Competency EP 2.1.4**

#### **Engage diversity and difference in practice**

15. Recognize how a culture's structure and values may impact privilege and power
16. Gain self-awareness to eliminate the influence of personal biases and values in working with diverse groups
17. Recognize and communicate understanding of the importance of difference in shaping life experiences
18. View selves as learners and engage those with whom they work as informants  
Utilizes published works, peers, and colleagues in the completion of projects

### **Core Competency EP 2.1.5**

#### **Advance human rights and social and economic justice**

19. Understand the forms and mechanisms of oppression and discrimination

20. Advocate for human rights and social and economic justice
21. Engage in practices that advance social and economic justice

**Core Competency EP 2.1.6**

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

22. Use practice experiences to inform scientific inquiry
23. Use research evidence to inform practice

**Core Competency EP 2.1.7**

**Apply knowledge of human behavior and the social environment**

24. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
25. Critique and apply knowledge to understand person and environment

**Core Competency EP 2.1.8**

**Engage in policy practice to advance well-being and deliver services**

26. Analyze, formulate, and advocate for policies that advance social well-being
27. Collaborate with colleagues and clients for effective policy action

**Core Competency EP 2.1.9**

**Respond to contexts that shape practice**

28. Discover, appraise and attend to changing contexts to provide relevant services
29. Provide leadership in promoting changes in service delivery and practice to improve service quality

**Core Competency EP 2.1.10a-d**

**(a) Engagement**

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

**(b) Assessment**

33. Collect, organize and interpret client data
34. Assess client strengths and limitations
35. Develop mutually agreed on intervention goals and objectives
36. Select appropriate intervention strategies

**(c) Intervention**

37. Initiate actions to achieve organizational goals
38. Implement prevention intervention that enhances client capacities
39. Help clients resolve problems
40. Negotiate, mediate, and advocate for clients
41. Facilitate transitions and endings

**(d) Evaluation**

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

**Assessment Portfolio**

In an effort to involve students in the assessment of learning the core competencies and associated practice behaviors, a portfolio will be compiled by each student. Going beyond graded coursework, the assessment portfolio is the main evaluation tool that will be utilized by students and faculty in determining levels of integration of knowledge, values and skills within the practice behaviors. Students are responsible for choosing submission materials that they feel

reflect their growth and progress toward mastery of the profession's core competencies. Submissions must relate to the practice behaviors and be accompanied by a submission reflection form completed by the student (which can be downloaded from the Blackboard Portfolio website). All submission materials are posted to the Blackboard Portfolio site.

Reflection Form:

Name \_\_\_\_\_ Date Completed \_\_\_\_\_

1. This represents my best work on Competency (ies) # \_\_\_\_\_ because

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2. Reflect upon the knowledge, values, and or skills you gained from this project

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3. The most transformative aspect of completing this project is

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4. Some things I still need to improve upon are

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

For each submission, (12 total) you will be asked to choose examples of your work that you feel have helped you most in learning and best demonstrate your knowledge and abilities within the 10 core competencies.

**\*Suggested Schedule for When to Submit**

1. **Introduction to Profession**  
SWK 2000 Introduction to Social Work
2. **Research**  
SWK 2050 Social Work Research
3. **Human Behavior and the Social Environment**  
SWK 2250 Human Behavior and Social Environment I  
SWK 2260 Human Behavior and Social Environment II

4. **Social Work Practice**  
SWK 3210 Social Work Practice I  
SWK 3220 Social Work Practice II
  
5. **Social Welfare Policies and Services**  
SWK 3810 Social Welfare Policy and Services I  
SWK 3820 Social Welfare Policies and Services II
  
6. **Senior Field Practicum**  
SWK 3700 Field Forum  
SWK 4410 Field Education I  
SWK 4420 Field Education II  
SWK 4015 Senior Capstone

Student Portfolios will be formally evaluated by faculty at three points in time: (1) As part of the admission process (to the program), (2) during the Field Forum, and, (3) during the Senior Capstone Course. A minimum number of submissions and corresponding reflections are required for each and evaluated with the following rubric:

**Submissions:**

- 1= weak association to practice behaviors
- 2=links to practice behaviors but lacks evidence of knowledge, values, skills
- 3=links to practice behaviors are demonstrated
- 4=demonstrates competence

**Reflections:**

- 1=does not demonstrate growth
- 2=demonstrates growth, but lacks clarity
- 3=shows understanding of areas for development
- 4=clearly shows understanding of areas for development and relates to practice behaviors

**Interim Portfolio Scoring Rubric  
(to be assessed with application to the program)**

A minimum of 4 submissions	yes_____no_____
Overall quality of submissions	1 2 3 4
A minimum of 4 reflections	yes_____no_____
Overall quality of reflections	1 2 3 4
Demonstrates growth/change	yes_____no_____ comment:

**Field Forum Scoring Rubric  
(to be assessed prior to Field I)**

A minimum of 8 submissions	yes_____no_____
Overall quality of submissions	1 2 3 4
A minimum of 8 reflections	yes_____no_____
Overall quality of reflections	1 2 3 4
Submissions align with identified practice behaviors	yes_____no_____ comment:
Demonstrates growth/change	yes_____no_____ comment:

**Final Portfolio Scoring Rubric  
(to be assessed in Senior Capstone)**

A minimum of 12 submissions	yes_____no_____
Overall quality of submissions	1 2 3 4
A minimum of 12 reflections	yes_____no_____
Overall quality of reflections	1 2 3 4
Demonstrates mastery of competencies	yes_____no_____comment:
Overall Presentation	1 2 3 4

**1=unsatisfactory, 2=below average, 3=average 4=above average**

**GENERALIST SOCIAL WORK PRACTICE**

The 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

**NON DISCRIMINATION**

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

**SUITABILITY REQUIREMENTS FOR THE SOCIAL WORK MAJOR**

Identified Criteria To Be Considered Are:

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

2. **GRADE POINT AVERAGE:** Students who do not meet the grade point requirements of at least 2.5 on a 4 point scale will be evaluated by the Admissions Committee, and recommendations will be made regarding their termination or continuance as social work majors.
3. **RELATIONSHIP SKILLS:** Social work requires the ability to relate to persons with problems, non-judgmentally with warmth and genuineness. The ultimate test of students' interpersonal skills is in relationship to clients. However, observed positive relationships with faculty and with students serve as reinforcements to suitability and future professional development.
4. **EMOTIONAL STABILITY:** Although no one is completely free of personal problems, one should be able to cope and function in a way that fosters continued self-awareness and growth necessary for professional social work practice.

### **ADMISSIONS REQUIREMENTS**

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

1. Successful completion of 30 semester hours.
2. Successful completion of SWK 2000.
3. Identified potential and suitability for the social work profession as determined by the social work faculty.
4. A minimum overall grade point average of 2.5.
5. A minimum of four portfolio submissions and accompanying reflections.
6. Sign agreement to attend three (3) professional counseling sessions provided by a LCSW.

Procedures for filing application:

1. Complete the application packet and return it to your advisor in the social work office, IHSB 205.
2. Be sure to have a minimum of four (4) electronic portfolio submissions and accompanying reflection forms.
3. The student's advisor will distribute comment sheets to the Admission Committee to ascertain their evaluation of the student's suitability as a social work major.
4. An appointment is arranged for a personal interview with the committee.

5. After the comment sheets are gathered and the interview is completed, the Admission Committee meets to reach a decision on the application and score the portfolio submissions. The decision reached by the committee may be one of the following:
  - a. approval as a social work major
  - b. disapproval as a social work major
  - c. approval on condition
  - d. decision deferred for further consideration by the Admission Committee
  
7. Once the committee has reached its decision, the student is notified in writing, and reasons or conditions for the committee's actions are explained. Any student not satisfied with the committee's decision has the opportunity for a fair hearing. The process for grievances and hearings is described on page 18 of the Department of Social Work *Student Handbook*.

## **TRANSFER STUDENTS**

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

Transfer credit is evaluated and assigned by the Records Office. The Records Office personnel work closely with the Department of Social Work Chair to determine course transfers. The Department Chair is consulted by the Records Office on all work carrying a Social Work prefix. Every effort is made to give a student credit for work completed at other universities and to avoid redundancy, but Department integrity and adherence to the Curriculum Policy Statement is paramount. It is the Department's responsibility to ensure that the courses being transferred are compatible with current CSWE standards and the Educational Policy and Accreditation Standards (2008 EPAS).

If a student wishes to transfer work from an unaccredited Department of Social Work, that student will be asked to present a comprehensive course syllabi to his/her Social Work academic advisor. The advisor will determine if the course meets the criteria for the course outlined in the 2008 EPAS. If those standards are met, then the advisor will be able to determine whether the content and objectives of the course(s) are equivalent to the academic content offered in Belmont's Social Work curriculum. The advisor then completes the necessary substitution forms and forwards those forms to the Records Office.

Belmont's Department of Social Work does not offer proficiency exams in any social work course.

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

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

## BACHELOR OF SOCIAL WORK – GENERAL EDUCATION CORE

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### Bachelor of Social Work (B.S.W.)

General Education Core Requirements for B.S.W.	51-53 Hours
<b>I. Featured Courses</b>	<b>6</b>
GND 1015, First-Year Seminar	3
XXX 3015, Junior Cornerstone Seminar Students must take a "3015" course to satisfy this requirement. The hours for the Junior Cornerstone (JCS) may count below in V-VI or VIII-XI depending on its prefix. In the unlikely event that students take additional JCS courses, they may be applied below in V or VI-XI. JCS credits may not count in major or minor.	0
SWK 4015, Senior Capstone Seminar <i>Note: Total offered Senior Capstone hours may be counted either in the major or in the General Education Core requirements (depending upon the program of study), but not both.</i>	3
Linked Cohort Courses, 1000- and/or 2000-level The hours for the Linked Cohorts (LCCs) may count below in III and / or V-XI depending on their prefixes	0
Global Studies (GS), 4 courses Experiential Learning (EL), 2 courses Global Studies (GS) and Experiential Learning (EL) courses may be taken in the BELL Core, or in the major, the minor, or other required or elective courses. Note that the Junior Cornerstone Seminar is, by definition, an EL course, but the category of EL will vary. For the comprehensive list of all GS and EL courses offered at Belmont, and for the "key" to the codes, go to <a href="http://www.belmont.edu/bellcore/">www.belmont.edu/bellcore/</a> , click on "Academic Advising," and then "GS/EL Permanently Designated Courses" or "GS/EL Codes." For the list of currently offered GS and EL courses, go to the homepage of ClassFinder and look for the appropriate link in the BELL Core box. For a list of transfer courses that count for GS credit, go to the same web address, click on "Academic Advising" and click on "Global Studies Transfer Courses."	0
<b>II. Computer Proficiency</b>	<b>0</b>
GND 1050, Computer Proficiency, Level 1	0
<b>III. Oral Communication</b>	<b>3</b>
COM 1100, Fundamentals of Speech Communication	3
<b>IV. Written Communication</b>	<b>6</b>

ENG 1010, First-Year Writing	3
ENG 3010, Third-Year Writing	3
<b>V. Fine Arts</b>	<b>3 to 4</b>
Select one of the following courses: <sup>1</sup>	<b>4</b>
ART 2000, The Art Experience (3)	
ART 2800, Art History I (3)	
MUH 1200, Introduction to Music: History, Style and Culture (3)	
MUH 2000, The Musical Experience (3)	
MUH 2010, Popular Music Experience (3)	
MUH 2020, World Music Experience (3)	
MUH 2140, The Arts for Education (4)	
TDR 2000, The Film Experience (3)	
TDR 2800, The Theatre Experience (3)	
DAN 2000, The Dance Experience (3)	
<b>VI. Humanities</b>	<b>3 to 4</b>
Select one courses from the following prefixes: (Students will receive credit for their study at the 1010 level of a foreign language only if they also successfully complete the 1020 level of the same foreign language.) (2, 3)	<b>4</b>
CLA, ENL, ENW, EUR, HUM, PHI, CHN, FRE, GER, GRK, ITL, JPN, LAT, RUS, and SPA <sup>2,3</sup>	
<b>VII. Mathematics</b>	<b>6</b>
[Students who transfer 30 or more hours to Belmont University may count any MTH course 100/1000-level or above]	
MTH 1150, Elementary Statistics (3)	
Plus one of the following courses:	
MTH 1080, Mathematical Inquiry (3) <sup>4</sup>	
MTH 1020, An Introduction to Mathematical Reasoning (3)	
MTH 1050, Mathematics for Elementary Teachers I (3)	
CSC 1020, Introduction to Computer Science (3)	
<b>VIII. Religion</b>	<b>6</b>
Six hours must be done in the same path. Choose six hours from path "a" or six hours from path "b": <sup>5</sup>	
a. REL 1020, Old Testament History (3)	
REL 3050, New Testament History (3)	
b. REL 1010, Understanding the Bible (3)	
Plus one of the following courses:	
REL 3020, Ancient Wisdom for Contemporary Issues (3)	
REL 3060, Jesus in the Gospels and Film (3)	
REL 3080, Certainty and Ambiguity in Religious Thought (3)	
REL 3090, Comparative Spirituality in World Religions(3)	
<b>IX. Sciences</b> <sup>6</sup>	<b>7-8</b>
BIO 1010, Biological Sciences (4)	4

PSY 1200, Introduction to Psychological Science (4) or PSY 1100, General Psychology (3)	3- 4
<b>X. Social Sciences</b> Choose three courses from at least two prefixes:	<b>9</b>
<ul style="list-style-type: none"> <li>a. COM 2020, Argumentation and Debate</li> <li>COM 3140, Family Communication (3)</li> <li>COM 3150, Intercultural Communication (3)</li> <li>COM 4920, Political Communication (3)</li> <li>b. ECO 1110, Economic Inquiry (3)</li> <li>c. HIS 1010, World History to 1500 (3)</li> <li>HIS 1020, World History since 1500 (3)</li> <li>HIS 1200, The Wild West (3)</li> <li>HIS 1400, The Medieval World: Kings, Queens, Commoners, &amp; Crusaders (3)</li> <li>HIS 1700, The Samurai and Their World (3)</li> <li>HIS 2010, American Experience From Colonial to Civil War (3)</li> <li>HIS 2020, American Experience From Reconstruction to Cold War (3)</li> <li>HIS 1990, Special Studies (3)</li> <li>HIS 2990, Special Studies (3)</li> <li>d. MDS 1500, Mass Media and Society (3)</li> <li>e. PSC 1100, Special Topics in Gen. Ed.: Political Science (3)</li> <li>PSC 1210, American Government (3)</li> <li>PSC 1300, The United States and World Affairs (3)</li> <li>f. SOC 1010, Introduction to Sociology (3)</li> <li>SOC 1100, Special Topics in Gen. Ed.: Sociology (3)</li> </ul>	3
<b>XI. Wellness</b>	<b>3</b>
Choose one path:	
<ul style="list-style-type: none"> <li>a. PED 1600, Health and Fitness Concepts (2)</li> <li>plus:</li> <li>PED 2000 - 20__ (1) , <i>any course</i> <b>or</b></li> <li>DAN 1101 or 1201 or 1301 or 1401 <sup>7</sup></li> <li>b. PED 1500, Lifetime Fitness (1)</li> <li>plus:</li> <li>PED 2000 - 20__ (1) , <i>any course</i> <b>or</b></li> <li>DAN 1101 or 1201 or 1301 or 1401 <sup>7</sup></li> <li>plus one of the following courses:</li> <li>NUR 1100, Wellness Nutrition (1)</li> <li>NUR 1310, Healthy Beginnings (1)</li> <li>NUR 1320, Women's Health (1)</li> <li>NUR 1330, Health Promotions of the Family(1)</li> <li>NUR 1340, Men's Health: Wellness (1)</li> </ul>	
<b>Core Total</b>	<b>51- 53</b>

1 Education majors completing a Pre-K-4 or a 5-8 license must take MUH 2140 (4 hrs)-or, alternatively, MUH 2160 (2 hrs) + ART 2160 --for the Fine Arts requirement.

2 Correspondence work in Foreign Language is not accepted as credit for Belmont students. Also, students who have had three years or more of a Foreign Language in high school may be ready to begin language study at Belmont with the 2000-level courses. Incoming students with previous language study are encouraged to consult instructors in each language to determine specific placement.

3 Exceptions: As specified in the individual course descriptions, courses that will not fulfill the Humanities requirements in General Education are ENG 1000, 1030, 1010, 2030, 3010; ENL 1990, 2000, 3440, 4900; ENW 2000, 3050, 3960, 3970, 4900; EUR 4500; PHI 1990, 2250, 2330, 2340, 2350, 2990, 3110, 3150, 3160, 3220, 3330, 3990, 4050, 4100, 4200, 4250, 4400, 4900, 4990.

4 Education students seeking K-12 or 7-12 licensure must take MTH 1080 if they have a score of 25 or above on the Math ACT test; otherwise, they must take MTH 1110 (College Algebra) to fulfill state licensure requirements.

5 Once a student has matriculated to Belmont, he or she may not take a lower-level Religion course at another institution and transfer this course in as Belmont 3000-level General Education course in Religion. A 3000-level (or above) course in Religion may, however, be taken elsewhere and transferred in for Belmont's 3000-level Religion requirement after the student has acquired 45 credit hours toward his or her degree.

6 Education students seeking secondary or K-12 licensure should consult their advisors before taking courses to meet their Science requirements.

7 Military science and/or marching band do not substitute.

## **MINOR**

Each student who majors in social work must also declare a minor. Although each discipline outlines its own course of study for a minor, the general requirement is that the minor entails 18 course hours within that discipline.

## **MAJOR/MINOR FORMS**

At the beginning of the third year, each student is required to complete a major/minor form with the Record's Office. A copy of the form is sent to the student's academic advisor. Each semester, the student and advisor work with the Record's Office to make sure the prescribed course of study is followed. Forms are available at Belmont Central.

## **REQUIREMENTS FOR A BACHELOR of SOCIAL WORK DEGREE**

1. Completion of general education core requirements for the B.S.W. degree.
2. Completion of prerequisites as follows: SWK 2000; BIO 1010; MTH 1150.

3. Completion of 45 hours in social work including 12 hours in field instruction courses.
4. A minor of 18 hours is required of each student.
5. An overall quality point average of 2.0.
6. A quality point average of 2.5 in required social work courses.
7. A minimum of 12 hours of the major and 6 hours of the minor must be taken at Belmont University.
8. A minimum of 64 semester hours of credit must be completed in an accredited senior level college or university.
9. Completion of degree requirements within six years from the date of first registration; otherwise compliance with any changes in the curricula may be required.
10. Completion of a minimum of 128 semester hours, the last 32 of which must be taken in residence at Belmont University.
11. Students must complete the social work curriculum requirements in effect at the time of their admission into the major, or they may follow the most recent curriculum.

## THE CURRICULUM

### Social Work Prerequisite Courses:

SWK 2000	Introduction to Social Work	3 hrs.
BIO 1010	Biological Science	4 hrs.
MTH 1150	Statistical Concepts	3 hrs.

### Social Work Required Courses:

SWK 2050	Research in Social Work	3 hrs.
SWK 2250	Human Behavior & Social Environment I	3 hrs.
SWK 2260	Human Behavior & Social Environment II	3 hrs.
SWK 3210	Social Work Practice I	3 hrs.
SWK 3220	Social Work Practice II	3 hrs.
SWK 3700	Social Work Field Forum	0 hrs.
SWK 3810	Social Welfare Policy & Services I	3 hrs.
SWK 3820	Social Welfare Policy & Services II	3 hrs.
SWK 4230	Crisis Intervention	3 hrs.
SWK 4410	Field Instruction I	6 hrs.
SWK 4420	Field Instruction II	6 hrs.

SWK 4015	Senior Seminar/Capstone	3 hrs.
SWK XXXX	Social Work Elective	3 hrs.

Social Work Elective Courses:

SWK 2150	Drug Abuse	3 hrs.
SWK 2200	Child Welfare	3 hrs.
SWK 3100	Social Work with Aging	3 hrs.
SWK 3150	School Social Work	3 hrs.
SWK 3990	Spiritual Formation & Issues in Social Work	3 hrs.
SWK 4700	Advanced Study in Social Work	3 hrs.

**SUGGESTED FOUR-YEAR SCHEDULE**

**Fall**

GND 1015 1<sup>st</sup> year seminar (3)  
 GND 1050 Computer Proficiency (0)  
 ENG 1010 1<sup>st</sup> year writing (3)  
 MTH 1150 Elemen. Statistics (3)  
 SWK 2000 Intro to SWK (3)  
 REL (Path A or B) (3)  
 PED Wellness (Path A or B) (1)

SWK 2050 Research (3)  
 SWK 2250 HBSE I (3)  
 Soc. Science (3)  
 Psy (4)  
 HUM (3-4)

SWK 3210 Practice I (3)  
 SWK 3810 Policy I (3)  
 SWK Elective (3)  
 XXX3015 Jr. Cornerstone (3)  
 Minor (3)  
 Elective (1)

SWK 4410 Field I (6)  
 SWK 4230 Crisis Interv. (3)  
 Minor (3)  
 Elective (3)  
 Elective (1)

Must include:

**Spring**

Bio (4)  
 MTH (3)  
 Fine Arts (3)  
 Soc. Science (3)  
 COM 1100 Speech (3)

SWK Elective (3)  
 SWK 2260 HBSE II (3)  
 Soc. Science (3)  
 minor (3)  
 minor (3)  
 Wellness (Path A or B)(1)

SWK 3220 Practice II (3)  
 SWK 3820 Policy II (3)  
 REL (Path A or B) (3)  
 ENG 3010 (3)  
 Minor (3)  
 SWK 3700 Field Forum (0)  
 PED Wellness (1)

SWK 4420 Field II (6)  
 SWK 4015 Capstone (3)  
 Minor (3)  
 Elective (3)  
 Elective (1)

60 Units of Convocation  
2 Experiential Learning courses  
4 Global Learning courses  
1 Linked Cohort

## **SCHOOL SOCIAL WORK LICENSURE**

Requirements for licensure in school social work:

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

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

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

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

## **FIELD INSTRUCTION**

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

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

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

## **COMPREHENSIVE SENIOR TEST**

Graduating seniors take a comprehensive test, the Area Concentration Achievement Tests (ACAT) developed in common with other Departments of Social Work. This test is taken as a part of the course, Senior Seminar (SWK4015). Although a major purpose of this test is to assist the Department in determining educational outcomes, test results in the aggregate provide useful information to identify areas of the curriculum which may need to be strengthened.

## **APPLICATION FOR DEGREE**

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

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

## **ACADEMIC RIGHTS AND RESPONSIBILITIES**

### **Class Attendance**

Social work is a professional program in which class interaction is essential to the learning process. Therefore, students are expected to attend all regular class sessions and will be dropped from the course following the 6<sup>th</sup> absence. Please note: class attendance policies vary depending on the professor/instructor. Each instructor will inform students in writing of their specific class attendance policy.

### **Course expectations**

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

### **Grievance and appeal procedures**

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

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

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

2. If the matter is not resolved after discussion with the person involved, the student should contact the Chair of the Department of Social Work to discuss the matter.
3. If resolution is not reached at this level, the student can discuss his/her concern with the Dean of the College of Health Sciences.
4. If the resolution reached is still felt to be unfair, the student can petition the Provost. This is the last step in the appeal process.

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

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

### **Inadequate academic performance**

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

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

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

### **Inadequate interpersonal relationship skills**

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

### **Personal problems**

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

## **Summary**

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

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

Students who have been identified by faculty as being deficient in meeting suitability requirements in either the academic or behavioral areas are referred to the Grievance Committee. This committee consists of three full-time Social Work faculty, 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 the committee (along with an advocate should they choose) to present the situation. After thorough review the committee then makes one of the following recommendations:

- 1) Permit the student to continue in the Department;
- 2) Allow the student to withdraw from the Department of Social Work.
- 3) Terminate the student from the Department of Social Work. 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 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 Dean of the College of Health Sciences and the Provost should be notified by the student.

## **STUDENT-RELATED SERVICES**

### **Advisement**

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

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

Each fall and spring semester, the University designates several weeks as the "Academic Advising Period". Announcements are advertised through the campus newspaper, *The Vision*, the Belmont Intranet Connection (BIC), as well as announcements in classes. The student must sign up for an advising time with his/her advisor in order to check his/her academic progress and arrange his/her schedule for the following semester. Students are encouraged to learn to utilize the Degree Audit Reporting System (DARS).

Advisement is designed to enable students to:

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

### **Student Social Work Club**

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

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

The Student Social Work Club is a member of **Bread for the World** ([www.bread.org](http://www.bread.org)). This organization is a nationwide Christian citizen's movement that seeks justice for the world's hungry people by lobbying our nation's decision makers and by engaging in research and education on policies related to hunger and development.

### **Phi Alpha**

In the spring semester of 1997, the Student Social Work Club organized the initial membership into Phi Alpha, a national honor society for social work students. Our chapter, Zeta Xi, began with seven social work students who met the criteria for membership. Students should check with their advisor about meeting the criteria for membership. Induction ceremonies are held each spring.

## **Students as Volunteers**

Students are strongly encouraged to serve as volunteers in social service agencies. Becoming a volunteer in social service begins as a requirement for SWK 2000, Introduction to Social Work, where the student must complete 25 clock hours of service learning. The student is then encouraged to continue as a volunteer throughout his/her career.

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

## **STUDENT PARTICIPATION IN DEPARTMENT COMMITTEES**

### **Social Work Advisory Council**

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

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

### **Grievance Committee**

The Grievance Committee consists of 3 full-time faculty in Social Work, one member from the Advisory Council, and one social work student, elected from the Student Social Work Club. The Grievance Committee is charged with:

- 1) Student continuance in the Department,
- 2) Student grievances,
- 3) Terminating students from enrollment in the program.

## **POLICY REGARDING THE CHEMICALLY IMPAIRED STUDENT**

### **Rationale for policy and procedure:**

The College of Health Sciences (CHS) 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.

CHS 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 CHS 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 CHS that students must be free of chemical impairment during participation in any part of the program including classroom, laboratory, and clinical activities. CHS 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 CHS 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.

## **POLICIES: COMMUNITY CODE OF CONDUCT**

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

## **COUNSELING EXPERIENCE**

In order for the social work student to work toward mastery of CSWE's Educational Policy 2.1.1, Identify as a professional social worker and conduct oneself accordingly, with emphasis on practicing personal reflection and self-correction, the Belmont University Department of Social Work expects that each social work student attend three (3) professional counseling sessions provided by a LCSW. These sessions are to be completed during the social work

practice sequence, SWK 3210 and SWK 3220, but must be completed by the end of SWK 3220 in order to pass the class. Verification of the three sessions must be provided by the LCSW, but confidential information will remain so. Students should note that these sessions are provided at no additional charge by the Belmont University Counseling Center.

### **COUNCIL ON SOCIAL WORK EDUCATION: Core Competencies from the 2008 EPAS (Educational Policies and Standards)**

- EP 2.1.1 - Identify as a professional social worker and conduct oneself accordingly
- EP 2.1.2 - Apply social work ethical principles to guide professional practice
- EP 2.1.3 - Apply critical thinking to inform and communicate professional judgments
- EP 2.1.4 - Engage diversity and difference in practice
- EP 2.1.5 - Advance human rights and social and economic justice
- EP 2.1.6 - Engage in research-informed practice and practice-informed research
- EP 2.1.7 - Apply knowledge of human behavior and the social environment
- EP 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- EP 2.1.9 - Respond to contexts that shape practice
- EP 2.1.10(a)-(d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

### **ESSENTIAL EXPECTATIONS**

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

Student responsibilities include (but are not limited to)

**Advising:** It is the students' responsibility to sign up for academic advising in the spring and fall semesters during the appropriate time frame. Students should familiarize themselves with the Degree Auditing System (DARS) and the catalog requirements for general education.

**APA Style and Referencing:** The writing lab is equipped to aid students in acquiring the knowledge to properly document source material. Other resources include the apa.org website and the APA manual.

**Attendance:** Attending classes, field placement and other activities is vital. It is basic professional behavior to be on-time and prepared. Department-wide policy limits absences to 6

per 3 hour course; however, each instructor will communicate their own course policy in writing at the beginning of each semester.

***Avoiding Plagiarism:*** Improperly citing source material (or neglecting to) could result in plagiarism. Becoming more familiar and comfortable with APA style will help to avoid this serious offense.

***Belmont University Undergraduate Research Symposium (BURS):*** Students are required to participate in group projects in both SWK 3820 Social Welfare Policy and Services II, and SWK 3220 Social Work Practice II. Projects are presented during the symposium in the spring semester.

***Convocation Credit:*** It is up to the student to complete convocation credit in a timely manner. It is unacceptable for graduating seniors to disrupt field placement in order to complete convocation credits.

***Counseling:*** Students are expected to complete at least three counseling sessions with a licensed clinical social worker prior to entering field education. This is a free service provided by the university, totally confidential, and intended to aid students in their development as beginning professional social workers.

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

***Evaluation of Courses:*** Students are expected to systematically evaluate all of their courses taken while at Belmont University utilizing the online course evaluation in the Administrative tab within their BIC accounts. Improving social work courses depend upon

valid, constructive feedback from students. As beginning professionals, social work students are expected to evaluate systems as part of their ethical conduct.

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

***Portfolio assessment:*** Submissions of student work are expected to document learning and professional growth throughout the program. Each student will maintain an assessment portfolio and actively participate in the evaluation of their progress toward mastery of core competencies.

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

***Standardized testing:*** Students are expected to participate in standardized testing for both the department and the university. The Area Concentration Achievement Test (ACAT) is administered to all social work majors. Students may be asked to participate in other standardized testing for the university.

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