BELMONT
UNIVERSITY

SCHOOL OF SOCIAL WORK

School of Social Work:
Student Handbook

Belmont University | June 2023

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MISSION STATEMENT

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

SCHOOL GOALS

The goals of the program are:

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

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

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

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

Belmont University's School 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 School of Social Work was awarded full accreditation for baccalaureate level social work from the Council on Social Work Education (CSWE) in February 1999. In June 2019, CSWE reaffirmed full accreditation status for 8 years. (Eight years is a full accreditation cycle, and the maximum length of time that a program can be re-affirmed before engaging in a new re-affirmation process.)

STUDENT OUTCOMES and CORE COMPETENCIES

The following professional core competencies are guided by the Council on Social Work Education 2022 Educational Policy and Accreditation Standards. Prior to completion of the program, and, to be in compliance with the School mission, students must:

1. Demonstrate ethical and professional behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess with individuals, families, groups, organizations, and communities

8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

Each competency is defined by practice behaviors that are associated with each of the nine core competencies. These behaviors are outlined, by competency, below:

Core Competency EP 2.1.1 Demonstrate Ethical and Professional Behavior
1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional Codes of Ethics within the profession as appropriate to the context;

2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication;

3. Use technology ethically and appropriately to facilitate practice outcomes; and

4. Use supervision and consultation to guide professional judgment and behavior.

Core Competency EP 2.1.2 Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.
5. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

6. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Core Competency EP 2.1.3 Advance Human Rights and Social, Economic, and Environmental Justice
7. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

8. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Core Competency EP 2.1.4 Engage in Practice-Informed Research and Research-Informed Practice
9. Apply research findings to inform and improve practice, policy, and programs; and

10. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Core Competency EP 2.1.5 Engage in Policy Practice

11. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

12. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Core Competency EP 2.1.6 Engage with Individuals, Families, Groups, Organizations, and Communities

13. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

14. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Core Competency EP 2.1.7 Assess with Individuals, Families, Groups, Organizations, and Communities

15. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

16. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Core Competency EP 2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities

17. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

18. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

19. Select and use culturally responsive methods for evaluation of outcomes; and

20. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

ASSESSMENT PROCESSES

During final year, students participate in the assessment process related to accreditation. Going beyond graded coursework, the assessment process is the way in which faculty determine student levels of integration of knowledge, values and skills within the competencies and behaviors, as well as students' cognitive and affective processes related to the competencies. One assessment tool is the Field Evaluation, which students will learn about in Field I and Field II. Other

assessment tools used are portfolios and comprehensive exams.

Students will receive information about their role in the assessment process during the fall semester of their final year.

GENERALIST SOCIAL WORK PRACTICE

The School of Social Work at Belmont utilizes the definition of generalist practice espoused by the Council on Social Work Education in the 2022 Educational Policy and Accreditation Standards:

"Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental 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 of professional practice."

NON-DISCRIMINATION STATEMENT

It is the policy of the School 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, gender identity or expression, sexual orientation, citizenship, protected military or veteran status, genetic information or any other characteristic protected by law.

BECOMING A SOCIAL WORK MAJOR

As social work is a professional degree program with accreditation by the Council on Social Work Education, our program has an additional process beyond declaring your major in social work. This process is designed to allow our faculty to better understand your desire to be a social worker, your capacity for professional growth, and areas of professional interest to you. This process is completed during the semester in which you take Policy I. The process is as follows:

1. Successful completion of 30 semester hours.
2. Successful completion of SWK 2000 (Introduction to Social Work).
3. Demonstration of the knowledge, behaviors and cognitive and affective processes outlined in the Student Professional Code of Conduct (see following section).
4. Demonstration of alignment with the core values of our profession: service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence.

STUDENT PROFESSIONAL CODE OF CONDUCT

As a Social Work major, students are committing to learn and abide by social work professional

values and our Code of Ethics. In addition to these values and ethics, students are expected to demonstrate and uphold standards of professional behavior. These expectations are defined as specific cognitive, affective, behavioral and communication standards, which are defined in the student professional Code of Conduct. Upon applying to the program, students will be provided a copy of this Code of Conduct and agree to adhere to the standards therein. These are outlined below:

COGNITIVE, AFFECTIVE, AND BEHAVIORAL STANDARDS
Abide by the policies and procedures of the School of Social Work and the field placement facilities with respect to attendance, ability to meet deadlines and communication with professors and field instructors
Adhere to the NASW Code of Ethics (available here https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English)
Adjust to changing situations and uncertainty in an academic and clinical environment
Calmly handle situations which may be physically, emotionally or intellectually stressful
Treat people of all cultures without prejudice throughout the lifespan
Accurately observe, gather and report verbal and written data in a timely manner
Demonstrate computer literacy at a level sufficient for word processing and treatment documentation
Demonstrate the ability to relate to persons with problems in a nonjudgmental way and with warmth and genuineness.
Demonstrate good interpersonal skills needed for productive classroom discussion, respectful interaction with classmates, faculty, staff, and development of appropriate client/worker relationships
Display values of caring, empathy, and responsiveness to the needs of clients
Demonstrate professional behavior in all areas including classroom behavior, professional presentations and field interactions
Accurately self-assess performance and strengths and weaknesses, and demonstrate self-awareness and growth necessary for professional social work practice
Engage in professional use of social media

COMMUNICATION STANDARDS
Establish professional, empathic relationships with individuals from a variety of backgrounds and ages, based on trust
Express own ideas and feelings clearly and respectfully and in a manner conducive to a positive outcome
Listen actively in order to receive and interpret oral communication
Consult and collaborate with peers, faculty, social work practitioners and other members of the community
Comprehend and effectively communicate in the English language orally and in writing using appropriate grammar and vocabulary
Communicate clearly and audibly during interactions with classmates, faculty, clients and field instructors
Communicate effectively as part of an interdisciplinary team
Listen to constructive feedback and implement subsequent changes

TRANSFER STUDENTS

According to the University Catalog, 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 Catalog for policies regarding all transfer work that does not carry a Social Work prefix.

Transfer credit is evaluated and assigned by the Registrar. The Registrar personnel work closely with the School of Social Work Chair to determine course transfers. The Chair is consulted by the Registrar 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 School integrity and adherence to the standards of competency is paramount. It is the School's responsibility to ensure that the courses being transferred are compatible with current CSWE standards and the Educational Policy and Accreditation Standards (EPAS).

If a student wishes to transfer work from an unaccredited School of Social Work, that student will be asked to present a comprehensive course syllabi to his/her Social Work academic advisor. The advisor will determine if the course meets the criteria outlined in the 2015 EPAS. If those standards are met, then the advisor will be able to determine whether the content and objectives of the course(s) are equivalent to the academic content offered in Belmont's Social Work curriculum. The advisor then completes the necessary substitution forms and forwards those

forms to the Office of the Registrar.

Belmont's School of Social Work does not offer proficiency exams in any social work course. Field courses may not be transferred from a non-accredited to an accredited program. Academic credit for life experience, previous work experience, or volunteer work will not be given.

REQUIREMENTS FOR A BACHELOR OF SOCIAL WORK DEGREE

1. Completion of BELLCore Signature and Foundation Courses.
2. Completion of degree cognates and technical requirements, which are two additional social science courses, BIO 1050/55, PSY 1100, and Math 1150
3. Completion of 54 credit hours in social work, as identified in the University Catalog, including 12 credit hours in field instruction courses.
4. An overall quality point average of 2.0.
5. A minimum of 12 hours of the major must be taken at Belmont University.
6. A minimum of 64 semester hours of credit must be completed in an accredited senior level college or university.
7. Completion of a minimum of 128 semester hours, the last 32 of which must be taken in residence at Belmont University.
8. Students may choose to complete the social work curriculum requirements in effect at the time of their admission into the major, or they may choose to follow the curriculum approved by the University catalog and curriculum committee at the time of their graduation. In other words, students may graduate under their catalog of entry or their catalog of exit.

SCHOOL SOCIAL WORK LICENSURE

The purposes of this certification 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 School of Education. Any student wishing to receive a license is encouraged to speak with his/her advisor as soon as possible.

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

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

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INDEPENDENT STUDY AND PEER TUTORING
Independent Study
A social work independent study course is one that includes an extensive exploration of the

academic literature around a topic related to social work. An independent study can be completed for 1, 2 or 3 credit hours. The independent study outcomes will be commensurate with the credit hours and can include formal research (all applicable IRB standards apply), an academic paper, a grant proposal, a portfolio with an array of advanced policy practice products, or an evidenced based community project. Independent study courses are reserved for social work majors and social justice minors only. BSW Students may complete up to two independent study courses for a maximum of 4 credit hours. Social Justice minors may complete one independent study for up to three credit hours. (NOTE: Hours spent in completion of the work associated with the Independent Study may *not* be counted as hours toward completion of the field practicum).

Students will meet with the professor at least 3 times during the semester to discuss the independent study, submit ongoing work, drafts or outlines, and present the final project. The course objectives and assignments will be determined by the faculty member, in partnership with the student, and approved by the Chair. As noted above, the workload associated with each course will be commensurate with the credit hour(s). *For example*:

- *3 Credit Hours*: A final paper consisting of 20-25 pages with 10 academic references, written in accordance with APA style.
- *2 Credit Hours*: A detailed annotated bibliography with a minimum of 10 sources, a presentation to the faculty member and or a Well Core event for the community.
- *1 Credit Hour*: An 8 page research paper, with 5-6 references, written in APA style. An analysis of interviews conducted with practitioners working in an area of interest to the student.

Peer Tutoring

At the invitation of the professor, social work majors may serve as peer tutors in social work courses they have completed and wherein they have earned a minimum letter grade of "B." Each peer tutor will work collaboratively with the professor to define their specific role in the class, which may include communicating with and supporting students outside of the classroom around mastery of course material, leading class discussions, or researching materials/exercises for use in class. Peer tutors will not evaluate student work, and will not have access to course records or to student grades. Peer tutoring courses may be 1, 2 or 3 credit hours, and are graded on a pass fail basis. Engagement with the course and attendance will be commensurate with the credit hours. The final grade should include a written reflection related to the work of the semester. Peer tutoring credit will not count toward the requirements associated with the BSW degree. The course based activities will be determined by the faculty member, in partnership with the student, and approved by the Chair. As noted above, the workload associated with each peer tutoring course will be commensurate with the credit hour(s). *For example*:

- *3 Credit Hours*: Management of course communication such as with Group Me®, weekly class attendance, responsibility for leading a minimum of three discussions, individual student meetings, self-reflection.
- *2 Credit Hours*: Management of course communication such as with Group Me®, leading two course discussions, attendance at least once per week, self-reflection.
- *1 Credit Hour*: Leading one course discussion, attendance at least once per week, self-reflection.

SUGGESTED CURRICULAR MAP

Fall: Semester 1	Hours	Spring: Semester 2	Hours
BEL 1015 First Year Seminar	3	BIO 1050 General Bio	3
ENG 1010 First Year Writing	3	Bio 1055 General Bio Lab	1
MTH 1010 *or* CSC 1020 *or* DSC 1010	3	Humanities	3
REL 1010 *or* 1020 (Path A or B)	3	COM 1100 Speech	3
WEL 1500 *or* 1600 (1/2)	1 or 2	SWK 2250 Human Behavior	3
SWK 2000 Introduction to SW	3	SWK 2300 Diversity	3
Total Hours	16-17	**Total Hours**	16
Notes: • *Suggested Minimum WELLCore Hours 10*		Notes: • *ILC will be 6 of these hours* • *Think about Maymester or Study Abroad* • *Suggested Minimum WELLCore Hours 10*	
Fall: Semester 3	**Hours**	**Spring: Semester 4**	**Hours**
Social Science (1/3)	3	Social Science (3/3)	3
Social Science (2/3)	3	MTH 1150 Elementary Statistics	3
PSY 1100/1200 General Psychology	3 or 4	Wellness (2/2)	1 or 2 or 3
SWK 2050 Research	4	Social Work Elective	3
Fine Arts	3	Elective	3
		Elective	1
Total Hours	16-17	**Total Hours**	16
Notes: • *Suggested Minimum WELLCore Hours 10*		Notes: • *Think about Maymester* • *Suggested Minimum WELLCore Hours 10*	
Fall: Semester 5	**Hours**	**Spring: Semester 6**	**Hours**
SWK 3210 Practice I	3	SWK 3320 Practice II	3
SWK 3810 Policy I	3	SWK 3820 Policy II	3
(REL) 3015 Junior Cornerstone	3	SWK 3700 Prof Skills in SW	3
Elective	3	ENG 3010 Third Year Writing	3
Elective	3	Elective	3
Elective	1	Elective	1
Total Hours	16	**Total Hours**	16
Notes: • *Suggested Minimum WELLCore Hours 10* • *Apply to SW Program in Practice I*		Notes: • *Suggested Minimum WELLCore Hours 10* • *Complete WELLCore Prior to Field I*	
Fall: Semester 7	**Hours**	**Spring: Semester 8**	**Hours**
SWK 3230 Practice III	3	SWK 4240 SW Practice Evaluation	3
SWK 4230 Crisis Intervention	3	SWK 4015 SW Senior Capstone	2
SWK 4410 Field Instruction I	6	SWK 4420 Field Instruction II	6
Elective	3	Elective	3
Elective	1	Elective	1 or 2
Total Hours	16	**Total Hours**	15-16
Notes: • *Apply for Graduation*		**TOTAL DEGREE HOURS**	**128**

FIELD INSTRUCTION

Field Instruction I (SWK 4410) and Field Instruction II (SWK 4420) are required of all majors and are open to social work majors only. Field Instruction I SWK 4410 is taken in the fall of the student's final year, provided all prerequisites have been met. The placement requires 225 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 SWK 4420 is taken in the spring of the student's final 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.

A student must be in good academic standing in order to enroll in and complete Field Instruction I and Field Instruction II.

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

APPLICATION FOR DEGREE

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

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

ACADEMIC RIGHTS AND RESPONSIBILITIES

Class Attendance Policy:

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

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

When the number of absences (other than those addressed in the Provost's excuse) exceeds the number permitted, the student may receive the grade of "FN" (failure for non-attendance.) The FN counts as an F when computing GPA.

Appeals Regarding Absenteeism and Attendance:

Students may appeal a disputed absence matter to the Chair of the Social Work School. Proper documentation must be provided in support of the appeal. If the appeal is approved, the student will be permitted to make up missed coursework in a timely manner.

Course Expectations:

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

Student Performance Review Process:

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

Criteria for Performance Review:

Any of the following are grounds for a Performance Review:

1. Conduct that is not congruent with the values and ethics of the social work profession, the student professional Code of Conduct, and the academic Code of Conduct for students at Belmont University. This includes behavior in the student's field work and the classroom.

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

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

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

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

6. Marginal academic performance.

7. A request by a faculty member, or by a student, for a review due to student's poor course work performance or related academic or professional concerns related to the core values of the social work profession or the Student Professional Code of Conduct.
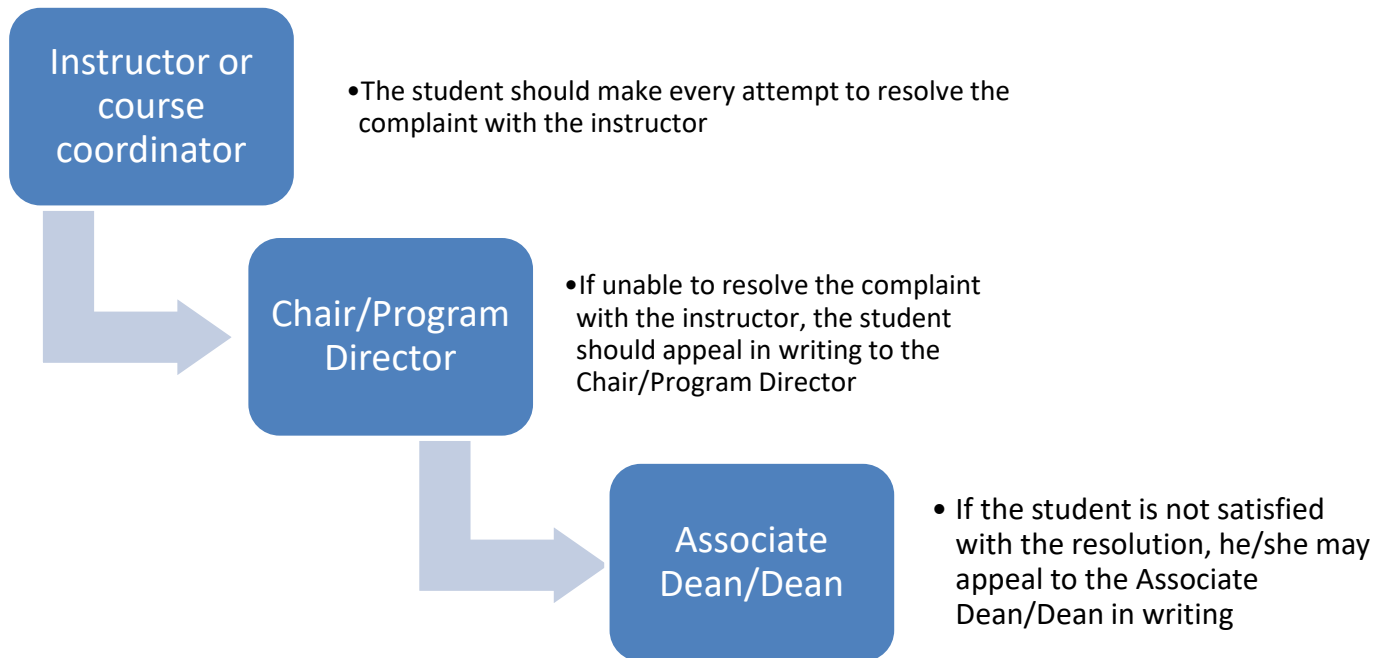
The Chair will be responsible for convening the meeting for the review process. When the Chair receives a performance review request from a faculty or student, the Chair will work with the student, the student's advisor, and the faculty member who requested the meeting (if applicable) to establish a meeting time. During the meeting, the group will determine what course of action can bring the student's performance into compliance with school, university, and professional standards.

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

Grievance and Appeal Procedures:
1. If a student has a complaint regarding an instructor or course, every effort should be made to resolve the issue with that specific instructor.

2. If the issue is not resolved with the instructor, the student should provide in writing (can be via e-mail) their complaint and any requested action for resolution to the Chair/Program Director.

3. The Chair/Program Director will review the student's complaint and, if needed, request additional information or clarification from the student, faculty members and any other individual that may be involved. The Chair/Program Director will make a determination regarding any next steps and communicate it to the appropriate individuals within the bounds of appropriate confidentiality.

4. If the student is not satisfied with the resolution, he/she may further appeal to the Associate Dean/Dean. The student should provide in writing their initial complaint as well as an explanation of why they are appealing the decision of the Chair/Program Director.

5. The Associate Dean/Dean will review the complaint, and, if needed, request additional information or clarification from the student, Chair/Program Director, faculty member and any other individual that may be involved.

6. The Associate Dean/Dean will make a decision regarding any actions and will communicate it to the appropriate people, maintaining appropriate confidentiality.

Student Complaint Process

Instructor or course coordinator	• The student should make every attempt to resolve the complaint with the instructor
Chair/Program Director	• If unable to resolve the complaint with the instructor, the student should appeal in writing to the Chair/Program Director
Associate Dean/Dean	• If the student is not satisfied with the resolution, he/she may appeal to the Associate Dean/Dean in writing

Non-academic student concerns/complaints should be reported to the Office of the Dean of Students at deanofstudents@belmont.edu.

DISMISSAL 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 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, and at times students may be counseled out of the program. The criteria established for this decision will include one or more of the following:

Inadequate Academic Performance:
Any student who consistently performs poorly in course work is subject to critical review by the social work faculty and such review is mandatory for students who are on academic probation at the university level. These reviews will occur during bi-annual academic advising sessions.

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

Inadequate Interpersonal Relationship Skills:

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

Personal Challenges:

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

Summary:

No student will be denied the opportunity to major in Social Work without diligent efforts first being made to assist the student. However, the social work profession is not appropriate for everyone who wants to pursue it, and the School has a responsibility to engage in gatekeeping processes.

Students who have been identified by faculty as being deficient in meeting suitability requirements in either the academic or behavioral areas are referred to the Grievance Committee. This committee consists of three full-time Social Work faculty members, one member from the Advisory Council, and one Social Work student elected by the Social Work Club. Students are advised of the fact that they are being referred to the committee, the purpose of the committee, and their rights as well as possible recommendations and actions that could result. The student appears before the committee (along with an advocate should they choose) to present the situation. After thorough review the committee then makes one of the following recommendations:

- Permit the student to continue as a Social Work major
- Allow the student to withdraw from the School of Social Work.
- Recommend dismissal from the School of Social Work and recommend appropriate career counseling.

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

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

STUDENT-RELATED SERVICES

Advisement:

Advisement, both academic and professional, is essential in social work education. Therefore, advisement is required of all Social Work majors throughout their period of study. Each student will be assigned a faculty advisor. The student may continue with the initial advisor or select an advisor whose knowledge and expertise are consistent with the student's academic and professional interests and goals.

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

Advising is designed to enable students to:
1. Plan their courses, and review progress toward degree and WELL Core completion
2. Select a minor if a minor is desired;
3. Be advised of changing employment patterns and career opportunities in social work, including information about specific fields of practice
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. Plan for field education.

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

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

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. Induction is held every spring. Student criteria for membership are as follows:
1. Declare Social Work as a major
2. Achieved sophomore status
3. Completed 9 semester hours of required social work courses
4. Has achieved academic ranking in the top 35% of all Social Work majors in the program

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

faculty have information about volunteer opportunities for students.

STUDENT PARTICIPATION IN SCHOOL COMMITTEES

Social Work Advisory Council:

This group is comprised of volunteer community stakeholders who have an affiliation with the School via the Field Program. The purpose and objective is: to provide guidance and assistance in mission, curriculum, school development, field experience, job opportunities, and student recruitment. One member of this council will also serve on the Grievance Committee. The student member of the Social Work Advisory Council is the current President of the Student Social Work Club.

Grievance Committee:

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

COMMUNITY CODE OF CONDUCT

Several university policies cover issues within the Honor Code, Statement of Values, policies covering sexual harassment, and procedures for appeals. Each Social Work student is encouraged to be familiar with these policies found in the Bruin Guide.

ADDITIONAL EXPECTATIONS

WELL Core Credit:

It is up to the student to complete WELL Core credit in a timely manner. It is unacceptable for students to disrupt field placement in order to complete WELL Core credits. As such, all WELL Core hours need to be completed by April of the year prior to their entering the Field.

Email Accounts:

Professors and field supervisors are only required to check email correspondence from authorized Belmont University student 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 portals. Improving social work courses depend upon valid, constructive feedback from students.

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