



BELMONT
UNIVERSITY

SCHOOL OF SOCIAL WORK



School of Social Work: MSW Field Handbook

Belmont University | April 2024

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FIELD EDUCATION HANDBOOK

BELMONT UNIVERSITY SCHOOL OF SOCIAL WORK

Location and Facilities

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Field Education Terms and Definitions

Director of Field/Field Director/Office of Field Education

The administrator and administrative office for all BSW and MSW field education activities in the Belmont University School of Social Work.

Field Instructor

The organization/agency-based professional social worker who has the primary responsibility for the student's education while in the field placement. This involves developing a learning plan and locating assignments within the community/agency that will enable the student to achieve satisfactory competence in meeting the standards identified by the standards of the Council on Social Work Education (CSWE), which drive the curriculum of each program within the Belmont School of Social Work.

Task Coordinator

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

Seminar Instructor

Belmont University School of Social Work faculty members who teach the field instruction seminars which are taken concurrently with a student's internship. The instructors assist with students' integration of theoretical knowledge, professional values, and cognitive and affective processes into skilled practice.

Traditional Student

Those students entering the MSW program with a degree other than a baccalaureate degree in Social Work.

Advanced Standing Student

Those students entering the MSW program with a baccalaureate degree in Social Work (BSW) degree from CSWE accredited program, a CASWE-accredited baccalaureate social work degree, or those who hold an ISWDRES-evaluated degree comparable to a baccalaureate social work degree, earned within the last seven years.

Internship/Field Placement

These terms are used interchangeably throughout this manual to refer to a student's community based placement.

Accreditation Status

The Belmont University School of Social Work is currently seeking Pre-Candidacy Status for the Master’s in Social Work (MSW) Program by the Council on Social Work Education’s (CSWE) Board of Accreditation (BOA). Pre-candidacy for a baccalaureate or master’s social work program by the BOA indicates that it submitted an application to be reviewed for candidacy and received approval of its Benchmark 1 from CSWE accreditation staff to move forward for a candidacy review within 1-year. A program that has attained pre-candidacy status has not yet been reviewed by the BOA nor verified to be compliant with the Educational Policy and Accreditation Standards (EPAS). Students that are admitted to pre-candidate programs in the fall (or later) of the academic year in which the program is granted candidacy status will be retroactively recognized as graduates from a CSWE-BOA accredited program as long as the program attains initial accreditation. Candidacy is typically a 3-year process and attaining pre-candidacy does not guarantee that a program will eventually attain candidacy and initial accreditation. Pre-candidacy applies to all program options, which includes locations and delivery methods. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program. Review our program’s pre-candidacy status in CSWE’s Directory of Accredited Programs. For more information about social work accreditation, contact CSWE’s Department of Social Work Accreditation.

Social Work Licensure

Once accredited by the Council on Social Work Education, those earning a Master’s degree in Social Work from Belmont University have met the first of several steps needed to attain state licensure to practice social work at the Master’s level. It is important to note that state licensure is a separate process from that of attaining your master’s degree and requires additional criteria. For example, Tennessee requires that additional examinations be taken. Since state licensure is handled through state boards and not through Belmont University, students are advised to seek licensure information through the requisite state Department of Health’s Social Work Licensure Board.

PHILOSOPHY, MISSION, AND COMPETENCY FOR PRACTICE

Field Educational Philosophy and Approach

Field education is the signature pedagogy in social work, the element of “instruction and socialization” (CSWE, 2022, p. 20) that teaches future social workers “to think, to perform, and to act intentionally, ethically and with integrity” (CSWE, 2022, p. 20). The School of Social Work at Belmont University MSW field education program is structured such that students grow in their competence as they move toward the completion of their degree, building on their foundation as a generalist practitioner. As the curriculum progresses, students grow in their ability to apply theory to practice – with a strong emphasis on leadership in the provision of trauma informed care – and to intervene around complex social problems. The Belmont MSW field program lays the foundation for autonomous and advanced generalist social work practice; and for contributing to the provision of trauma-informed, equitable social service delivery while bringing historical, cultural, and political perspectives and a critical understanding of anti-racism, diversity, difference, equity, and inclusion to bear in understanding the person-in-environment, social problems, interventions, and possibilities for social-justice-oriented professional action.

MSW Program Mission Statement

Belmont University and the College of Pharmacy and Health Sciences' mission and vision, and the program's strong alignment with these, influence the program and are core features of the program's context. The mission of the Belmont MSW program is:

The Master's of Social Work program at Belmont University is dedicated to nurturing empathetic, proficient, and culturally sensitive social work professionals who embody the essence of the social work profession. Guided by a person-in-environment framework, a global perspective, and our faith-based context, the Belmont MSW program empowers students as servant leaders in upholding the core values and purpose of social work while promoting human and community well-being.

Our mission is anchored in the belief that every individual and community deserve the opportunity to flourish. In alignment with the purpose of social work, which is actualized through a quest for social, racial, economic, and environmental justice, we are committed to creating conditions that facilitate the realization of human rights and the elimination of poverty. Through our dedication to respect for human diversity and knowledge based on scientific inquiry, we strive to support students in enhancing life for all people, locally and globally.

At the heart of our program lie the foundational values of social work: service, respect for the dignity and worth of every individual, the promotion of social justice through advocacy and scientific inquiry, the importance of human relationships, competence and integrity in professional practice, human rights, and the enhancement of well-being for all. We believe in the inherent strengths and resilience of individuals and communities. At our core we empower our students to use a range of prevention and intervention strategies to effect meaningful change at all levels of society.

Recognizing the diverse needs and experiences of the populations we serve, we prepare social work practitioners who are responsive to cultural, socioeconomic, and systemic factors that influence individual and collective well-being, eager and equipped to promote individual dignity and community well-being, and to make the world a better place. Our advanced generalist specialization embraces innovation and evidence-based practice, specifically related to professional leadership and the provision of trauma informed care. Our program extends and enhances students' development of the requisite knowledge, values, skills, cognitive and affective processes required of professional practice. This focus honors the rich history and tradition of the social work profession while fostering forward-thinking approaches to address contemporary challenges, consistent with our university driven transformational mindset.

MSW Curriculum

Social Work Generalist 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:

As defined by the Council on Social Work Education (2022): “*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.*”

The following professional competencies are guided by the Council on Social Work Education 2022 Educational Policy and Accreditation Standards.

COMPETENCY 1 DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

- 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;
- Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

COMPETENCY 2 ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- 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.

COMPETENCY 3 ENGAGE ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION (ADEI) IN PRACTICE.

- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

COMPETENCY 4 ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

- Apply research findings to inform and improve practice, policy, and programs; and

- 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.

COMPETENCY 5 ENGAGE IN POLICY PRACTICE

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

COMPETENCY 6 ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

- Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

COMPETENCY 7 ASSESS WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

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

COMPETENCY 8 INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

COMPETENCY 9 EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

- Select and use culturally responsive methods for evaluation of outcomes; and
- Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Advanced Generalist Practice Specialization

The Belmont MSW area of specialized practice is advanced generalist practice. The program's goal is to support students in extending and enhancing the elements of generalist practice outlined above to prepare them for advanced practice across multiple system levels. This is accomplished via an intentional focus on furthering students' knowledge, values, skills, cognitive and affective processes, and practice behaviors associated with generalist practice. Each of the ten competencies related to the advanced generalist specialization is designed to prepare students for advanced generalist practice, while emphasizing leadership in the provision of trauma-informed care. This specialization is designed to equip graduates to assume leadership roles in a variety of social work settings, where they can effectively address the complex needs of individuals, families, groups, organizations, and communities impacted by social ills, including trauma.

Consistent with the requirements outlined in the Council on Social Work Education in the 2022 Educational Policy and Accreditation Standards, this curriculum builds on generalist content to extend and enhance student competency in the following ten areas:

COMPETENCY 1 DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

- Communicate professionally and respectfully with colleagues from diverse disciplines, valuing their unique perspectives and contributions to client care.
- Recognize and navigate ethical dilemmas inherent in advanced, trauma-informed practice with sensitivity, integrity, and adherence to the National Association of Social Workers professional values and ethics.
- Demonstrate efforts toward continuous learning and improvement by engaging in professional development and organizational capacity-building around practice techniques such as trauma-informed care.
- Demonstrate proficient skill in maintaining professional boundaries while providing compassionate and effective support in practice.
- Critically evaluate historical and current contexts of oppression that shape institutions and social work practice.

COMPETENCY 2 ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

- Engage in ongoing self-reflection and education to cultivate a deeper understanding of how cultural factors influence trauma and healing, allowing for the provision of more responsive and effective support for clients.
- Demonstrate leadership in incorporating an understanding of trauma and systemic oppression, poverty, marginalization, and privilege into their practice with individuals, families, groups, organizations, and communities.
- Foster resilience, empowerment, and collective healing, by promoting social justice and equity in their interactions and interventions.
- Leverage their foundational knowledge and practice experience to challenge systemic oppression and promote equity through advocacy, policy change, and community organizing.

COMPETENCY 3 ENGAGE ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION (A DEI) IN PRACTICE.

- Engage in advocacy efforts that address underlying structural inequalities and promote equitable access to resources, opportunities, and services.
- Advocate for culturally inclusive and equitable policies and services that address the unique needs of marginalized and underserved populations, especially those affected by trauma.
- Engage in ongoing self-reflection and education to deepen understanding of systemic barriers and actively work to dismantle oppressive structures while promoting inclusivity, diversity, and equity in practice.

COMPETENCY 4 ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

- Critically appraise research literature and evidence-based practices relevant to trauma-informed care, applying findings to inform advanced decision-making at multiple levels of practice.
- Design and implement practice evaluations to assess the fidelity and outcomes of interventions, utilizing quantitative and qualitative methods.
- Disseminate evaluation findings to stakeholders and use feedback to refine and improve social work programs and services.

COMPETENCY 5 ENGAGE IN POLICY PRACTICE

- Mobilize community members and stakeholders to identify needs and priorities, fostering participatory decision-making and collective action, especially as it relates to trauma-related challenges.
- Advocate for policy reforms and resource allocation to support specialized and/or trauma-informed services and interventions at the local, state, and national levels.
- Advocate for systemic changes to promote ethical accountability and transparency in social work practice.

COMPETENCY 6 ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

- Actively cultivate authentic relationships with their clients and constituencies. They invest time and effort in building rapport, demonstrating empathy, and fostering trust and mutual respect.
- Implement tailored engagement approaches to align with individual and/or community needs, strengths, and backgrounds. They employ a client-centered approach, acknowledging the autonomy and self-determination of those they serve.
- Utilize attentive listening and genuine interest, creating safe and supportive spaces where clients and constituencies feel valued and understood, laying the foundation for meaningful engagement and collaboration.

COMPETENCY 7 ASSESS WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

- Employ culturally responsive assessment practices by integrating theories of human behavior, the person-in-environment perspective, and interprofessional conceptual frameworks into their assessment processes.
- Collaboratively explore presenting challenges, identify strengths, and co-create personalized assessment plans that prioritize client autonomy, dignity, and agency, valuing the expertise and insights of clients/constituencies.
- Engage in ongoing self-reflection and self-awareness to recognize and mitigate the influence of bias, power dynamics, privilege, and personal values on their assessment practices. They strive to ensure that assessments are conducted ethically, respectfully, and without judgment.

COMPETENCY 8 INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

- Actively seek opportunities to collaborate with colleagues from diverse disciplines, recognizing the value of collective expertise and perspectives in addressing complex challenges.
- Engage in ongoing methods of identifying, analyzing, and implementing interventions that are grounded in evidence and tailored to the unique needs and strengths of their clients and communities.
- Use culturally responsive approaches informed by foundational theories of human behavior and the person-in-environment perspective, to promote healing, empowerment, and social justice within their interventions.

COMPETENCY 9 EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

- Critically evaluating research literature and incorporating evidence-based approaches into practice, they ensure the effectiveness and relevance of their interventions across diverse contexts.
- Employ methods such as surveys, interviews, case studies, and statistical analysis to gather comprehensive data on the outcomes of their interventions across various levels of practice. By utilizing a mix of methodologies, they ensure a holistic understanding of the impact of their work on individuals, families, groups, organizations, and communities.
- Skillfully communicate evaluation findings through clear and concise reports, presentations, and other mediums, ensuring that diverse audiences can understand and engage with the results.

COMPETENCY 10 PROVIDE LEADERSHIP IN TRAUMA INFORMED PRACTICE

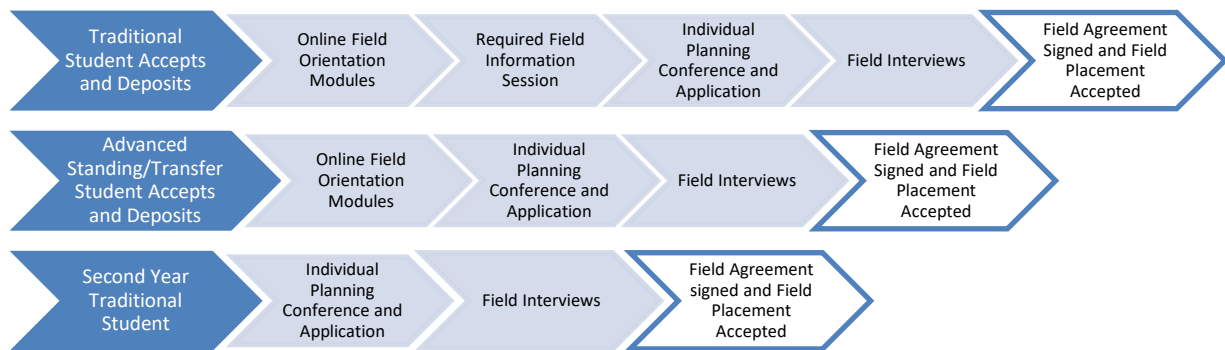
- Use a trauma-informed approach to engagement and assessment, acknowledging the impact of past trauma on individuals, families, groups, organizations, and communities.

- Foster strong working relationships with community partners and stakeholders, promoting collaboration and shared accountability for achieving positive outcomes in interprofessional trauma-informed practice.
- Collaborate with community organizations and coalitions to amplify the voices of trauma survivors and promote trauma-informed approaches in diverse settings.
- Engage in and provide opportunities for continuing education related to trauma informed care.
- Practice self-care to mitigate the effects of vicarious trauma and burnout.

FIELD EDUCATION PLANNING AND PLACEMENT PROCESS

Overview of the Field Planning and Placement Process

Traditional students complete two year-long/two-semester field placements – one during their generalist year, and a second placement during their advanced generalist year – at two separate community-based organizations or agencies. Advanced standing students will complete one advanced generalist placement at one community-based organization or agency. Students enter field concurrent with their entry into the MSW program. As such, the field planning and placement process looks like the following:



These processes afford students the support necessary to orient to their practicum in ways that are commensurate with their experience and their connection to the professional standards, values, and ethics of social work practitioners. Each aspect of this process is further described below:

Online Field Orientation Modules

Once a student declares their intention to attend the Belmont University MSW program - either traditionally, as a transfer, or via the Advanced Standing Program - they are connected to the Office of Field Education, wherein the Director of Field Education is immediately available for consultation and support. Students are required to complete online modules designed to orient them to the overall field placement process at Belmont, the application for field placement, the development of a resume, important deadlines, and documentation. Traditional students are also required to complete two modules on practice settings and populations common in Social Work, and the professional values and ethics for social work practice.

Required Field Information Session

All students new to Belmont are required to attend a field information session – offered both in person, and synchronously online each Spring - that provides an opportunity to present important policies and procedures to incoming students, to deliver consultation around the interview process, to offer an overview of how to schedule an individual planning conference with the Director of Field Education and what to prepare in advance of this session.

Individual Planning Conference and Application to Field

Each student eligible for internship placement will participate in an individual planning conference with a Field faculty member and the Director of Field Education. Students new to the program will be informed as to how to schedule the individual planning conference during the informational meetings, and returning students will complete this conference as part of Field Instruction II.

Once the scheduling of these meetings begins, students are strongly encouraged to schedule their conference in a timely fashion. Procrastination in scheduling an appointment will limit internship site choices and delay planning for an internship.

During the individual planning conference, the student and Field faculty will:

- Identify and clarify student’s educational interests and goals.
- Discuss potential internship site options and identify which sites interest the student.
- Discuss questions and concerns the student may have.
- Discuss the application to field (included in Appendix B).
- As part of an application process, the Field Director will dialogue with students who self-report a personal or legal history that could be an impediment to successful field placement and other professional endeavors. This information will impact which agencies are pursued.

Field Interviews

Students will select the internship sites they are interested in interviewing in partnership with the Director of Field, and via Tevera® the internship management system used by the Belmont School of Social Work. Once students have selected the sites of interest, they will upload their cover letters and resumes to Tevera®. Students will be provided with a cover letter and resume template to use and are responsible for ensuring that their cover letters and resumes are well-written. Some sites may require that students complete an additional application as part of their process. The Field Office will alert students if a site they have selected requires this. The Field Office will inform students if they are to contact the site to schedule an interview or if the site will contact them. Once the student is notified of this, it is their responsibility to schedule and attend the interviews. If a student decides not to interview with a contacted site, it is the student’s responsibility to notify the site of their withdrawal from consideration.

Students are advised to seek as much information as possible about the learning experience that the internship site has to offer. This will assist the student in determining which site will best meet their desired learning goals. It is the student's responsibility to explore and

reach a clear understanding regarding the hours the student will be working, onboarding requirements, the expectations of the site, as well as the types of learning experiences that will be offered. In addition, the students should explore the following areas:

- The primary role and typical daily activities in the site and the kind of educational opportunities available to students
- The method(s) and style of supervision provided by the placement site
- The site's expectations for student interns
- Safety or security protocol or procedures for staff and interns
- Clarification of any requirements for professional liability coverage
- Availability of stipends
- Special requirements of the placement site, such as working evening hours
- Background check requirements, drug screenings, immunizations -- it is the student's responsibility and expense to meet any of the requirements of the internship site

During the internship planning and placement process, the Field Education Office will work with students to initially secure two internship interviews. If after these interviews occur the student is not offered an internship, the Field Office will work with the student to identify an additional organization in which to interview. If a student is not able to secure an internship following three interviews, the student will meet with the Field Office to discuss potential reasons the student is having difficulty. The Field Office may seek feedback from the sites the student has interviewed with to assist in planning a course of action. The student may be required to attend mock interviewing sessions with the University's Career Center to increase interviewing skills before additional interviews will be scheduled, as well as other skill development opportunities the student and Field Office agree upon.

Once the student has completed the mock interviewing sessions, and/or other skill development requirements, the Field Office will attempt to secure another interviewing opportunity. If another interview is completed and the student remains unsuccessful in securing an internship, they may be required to sit out of the internship rotation to further develop their skills and demonstrate readiness to enter Field. This may delay their progress toward graduation.

Confirming a Field Placement and Signing the Field Agreement

Confirmation of an internship is dependent upon a match between the internship site's resources and student's learning interests, the quality of the student's interview and the competition for the practicum. The School of Social Work does not guarantee a confirmed internship. No internships may be confirmed or accepted without the consultation and approval of the School of Social Work Office of Field Education.

When confirmation with an internship site is made, it is the student's responsibility to:

- Complete and submit the Field Confirmation Agreement Form to the Field Education Office -- an internship is not considered confirmed until the Field Education Office receives this notification via Tevera®.

- Notify other placement sites they have interviewed with, or will be interviewing with, that they have accepted an internship elsewhere. Once a student confirms a placement with a site, they cannot accept a placement offer from another site.

FIELD EDUCATION ELIGIBILITY REQUIREMENTS, ORIENTATION, STRUCTURE, AND HOURS

Eligibility Requirements for Field Instruction

Student Eligibility for Field Instruction

To be eligible for entry into the field, students must be enrolled in the required MSW coursework at Belmont University, have completed the associated field application and all required documentation associated with their placement site (i.e., health and liability insurance, background check, immunization record etc.). A field agreement/memorandum of understanding must be fully executed. Students must also complete the online orientation modules, and the in-person orientation prior to entering their field practicum.

Returning students must be in good academic standing, having completed all pre-requisites for field instruction (i.e., preceding field courses and all associated hours. See graduate academic catalog for further details or “Field instruction required coursework” section of this manual). Students may not enter field with an Incomplete in any course. Additionally, students may not enter field if under an academic or professional performance review contract that would otherwise prevent this (see MSW Student Handbook pgs. 22 and 26.).

Requirements for Internship Sites and Field Instructors

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

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

The agency should provide suitable workspace, supplies, computers, reimbursement for travel or other expenses in carrying out agency business, and privacy for interviewing and meeting with clients in a one-to-one relationship or with groups students may be leading/co-leading. It is the role of the Belmont Field Director to select agencies based on

the above criteria as well as to monitor the agency for continuing compliance with the criteria.

The internship site agrees to assign a qualified Field Instructor who possesses an MSW degree and at least 2 years post-MSW practice experience. Additionally, field instructors should demonstrate a commitment to professional and ethical behavior, as well as to the teaching role including linking theory to practice, identifying and providing learning opportunities that meets the students' learning interests, providing supervision with constructive feedback, evaluating student performance and joining with the School's faculty in the teaching process.

If no qualified MSW supervisor is available, the internship site agrees to work with the Field Education Office to arrange appropriate MSW supervision for the student (see "Policies and Procedures" in this manual). Field Instructors are required to submit their resumé and all associated documentation of their degree and practice experience to Tevera®.

Field Education Orientation

Student Orientation

In addition to the online orientation modules and Spring Field Information Session for new and Advanced Standing students, all students engaging in field instruction are required to attend a fall, synchronous/in-person field orientation held the first week of each Fall term. This orientation is designed to ensure students understand the hours required of them and the use of Tevera®, the processes and procedures associated with the creation of their learning plan, the evaluation and assessment processes connected with field work, and all associated field policies and procedures outlined in the MSW Student Handbook and the MSW Field Handbook.

Field Instructor Orientation

All field instructors are required to attend orientation annually. This required orientation takes place in the early Fall of each academic year. This event is in-person, with an asynchronous online training component.

Orientation is facilitated by the Director of Field, supported by the Chair for the School of Social Work, and faculty who teach field seminar courses. Continuing education credit is provided for anyone holding a license, to encourage participation from both new and returning instructors.

The orientation program includes:

Pre-recorded Modules

- Tevera® Training.
- Means of communicating and engaging with the School of Social Work and the Director of Field – including the location of helpful resources, means of ongoing communication, mid-term visits, and end of the year assessments.
- Recording and approving required field hours (including what constitutes a field hour).

- Presentation of important safety policies and overview of the field handbook.

In-Person Orientation

- Discussion of the learning plan, with examples of meaningful, competency-based activities.
- Discussion of quality, structured supervision, with a panel presentation of best-practices in this area.
- Presentation on program assessment and field assessment practices, including the field assessment tool.
- Question and answer period.

Structure of Field Instruction

Integrative Field Seminar and Required Hours

The Belmont MSW Field Education program is comprised of two yearlong placements, and four required courses, for traditional students. Advanced Standing students complete one yearlong placement with two required courses. The requirements of these courses encompass the hours spent in the field, and an integrative field seminar designed to provide students an opportunity to connect classroom-based content to the field, as well as offer a framework for ongoing consultation and support.

In the generalist practice year, traditional students are required to complete 200 hours per semester (400). In the advanced generalist year – or second year – students are required to complete 250 hours per semester (500), for a combined total of 900 hours, per CSWE requirements.

<i>Fall</i>	<i>Spring</i>		
Field Instruction I 200 Hours (Approx. 13 hours a week)	Field Instruction II 200 Hours (Approx. 13 hours a week)	<i>Year 1</i>	MSW TOTAL
		400	
Field Instruction III 250 Hours (Approx. 16 hours a week)	Field Instruction IV 250 hours (Approx. 16 hours a week)	<i>Year 2</i>	900 Hours
		500	

It is strongly suggested that no more than half of a student’s generalist field be virtual. Virtual field work may include telework arrangements with remote access to meetings, people, platforms, and projects, as well as telehealth, and/or online trainings. However, the number of each type of field hour may vary by student and depend on the field setting opportunities. Field hours are defined such that students may count field supervision, field seminar synchronous meeting time (including field seminar simulation activities), field related tasks that enhance student competence, and real-time encounters with clients and constituencies (via in-person or technology assisted means) in the field setting.

Field Instruction Required Coursework

SWK 5400 Field Instruction I

The signature pedagogy of the Master of Social Work degree is the field experience. In this experiential course, students will complete 200 hours of fieldwork, supervised by a professional social worker in a local social service agency. This will provide the student an opportunity to apply classroom knowledge in a practice setting. Emphasis is on developing generalist social work practice skills with individuals, families, groups, and organizations. The accompanying seminar provides a supportive environment for processing the field experience, and space for students to reflect on their knowledge, skills and abilities as they move from theoretical understanding to applied learning. Successful completion of SWK 5400 is required to move forward to SWK 5900.

SWK 5900 Field Instruction II

This course is designed to provide students with the knowledge and skills necessary to work effectively with diverse groups and communities in a variety of settings. The course will cover group work theories and interventions, as well as social justice principles for community organizing. Emphasis will be placed on understanding the impact of systems of oppression and discrimination on groups and communities and learning how to address these issues in organizational practice settings, via 200 hours of fieldwork. Students will develop skills in culturally responsive practice, including understanding and valuing the unique perspectives and experiences of group members and community members. Successful completion of SWK 5900 is required to move forward to SWK 6300.

SWK 6300 Field Instruction III

In this third experiential course, students will complete an advanced generalist placement in a micro, macro and/or mezzo environment. This second field placement, supervised by a professional social worker in a local agency, will provide the student an opportunity to further apply advanced knowledge to practice through the course of 250 required field hours. Students will engage in specialized practice in a local social service setting. Emphasis is on furthering skills of advocacy, and leadership in social work practice. Successful completion of SWK 6300 is required to move forward to SWK 6700.

SWK 6700 Field Instruction IV

The signature pedagogy of the Social Work degree is the field experience. In this fourth experiential course, students will continue an advanced generalist placement in a micro, macro and/or mezzo environment, supervised by a professional social worker in a local agency. This will provide the student an opportunity to further deepen and apply advanced knowledge to practice through 250 required hours of field work. Emphasis is on deepening skills of advocacy, leadership and social work practice in a specialized setting. Additional attention is given to preparing students for post-program destinations. Successful completion of SWK 6700 is required for graduation.

STUDENT LEARNING PLAN, SITE VISITS, AND EVALUATION

Student Learning Plan

The Field Education learning plan is a contract developed by the student and their Field Instructor. The learning plan is developed in Tevera®, the internship management system.

There is a learning plan for each semester a student is in field. The plan defines the nine competencies at the generalist level, the ten advanced generalist competencies, and all associated practice behaviors. Field Instructors and students should identify learning experiences and activities that further the student's development of these competencies. The learning plan includes space to document these experience/activities, as well as the timeframe for completion.

The learning plan should be updated regularly, as new opportunities arise or new interests on the part of the student emerge. The learning plan will be revised at the start of each semester, even in connection with an ongoing placement. Students are expected to review the learning plan often and are encouraged to utilize it during supervision with their Field Instructors to ensure that their learning is on track, and they are being afforded ample opportunity to demonstrate their competency in each area of professional practice, and across all levels.

During the initial phase of the internship, the student and Field Instructor discuss tasks, duties, and responsibilities that would allow for the student to develop in their practice knowledge, values, skills, cognitive and affective processes. As the student becomes more familiar with the internship site and the Field Instructor gains an understanding of the student's learning interests, they begin the development of the learning plan. The field seminar instructor serves as consultant, if needed, and reviews and approves all plans. This process should occur early in the internship and be submitted to the Field Education Office, per the timeline delineated in the syllabus.

The learning plan emphasizes the application of knowledge, values, skills and cognitive and affective processes and practice in the areas of ethical and professional behavior, anti-racism, diversity, equity and inclusion in practice, advancing human rights and social, economic and environmental justice, practice-informed research and research-informed practice, policy practice, engaging, assessing, intervening and evaluating practice with individuals, families, groups, organizations and communities. A copy of the learning plan is included in the Appendix C.

Site Visits

In order to support both the student and the community partner/field instructor, the Field Education Office will coordinate required mid-term site visits. For Traditional students, site visits occur around Week 8/mid-term and Week 20/mid-term of the internship. The visits occur face-to-face or via the use of technology with the student, Field Instructor and Field seminar instructor. The face-to-face visits will occur at the internship site.

Advanced Standing students' site visits occur around Week 7/mid-term of the internship. The visits occur face-to-face or via the use of technology with the student, Field Instructor and Field seminar instructor. The face-to-face visits will occur at the internship site.

Should an online meeting be preferred/needed, all parties will be required to have video capabilities to ensure quality communication. If this is not possible, a face-to-face meeting will be scheduled.

The Field Education Office will utilize the student learning plan, as well as seminar discussions, case presentations, journals, and or student conferences to frame and inform the mid-term site visit. The student, Field Instructor and Field Office will ensure progress is being made regarding the learning plan and address any issues or concerns regarding a student's performance, or the agency setting.

Ongoing consultation and support are offered to students and field instructors throughout the field education program and associated coursework.

Student Supervision and Evaluation

Guidelines for Supervision

Field supervision is the primary means through which a collaborative relationship is developed between the student and the Field Instructor, and also the means through which expectations are clarified and performance evaluated. This is a time to reflect on the activities over a period of time – not just to report what was accomplished, but also to discuss learning points, share successes and struggles, and identify any specific needs the student may have.

This regular supervisory meeting is different from the informal contacts that the student may have with the Field Instructor and other agency staff. It is a planned, scheduled time that is set aside to discuss the student's social work practice. Belmont's School of Social Work expects that the student(s) and Field Instructor will meet weekly for approximately one hour. Supervision meetings can occur via video conferencing if the distance between the Field Instructor and student makes in-person supervision difficult to manage regularly. The Field Instructor is responsible to ensure that the modality of video conferencing used (Zoom, Skype, etc.) meets the agency's requirements for confidentiality, since client information may be discussed during the supervision period. The use of video during supervision is *required*. When multiple students are placed in an agency, group supervision may be used in addition to individual supervision. However, group supervision cannot replace the use of regular individual supervisory meetings and should be use a maximum of every other week.

Some suggestions to help make the field instruction time most effective:

1. Meet weekly, throughout the year, at a regularly scheduled time with few or no interruptions.
2. For each meeting, the student should be encouraged to prepare an agenda of important experiences he/she wants to discuss.
3. Use this time to focus on the student's practice (questions, experiences, and concerns about practice), rather than as a time to schedule tasks.
4. Regular reviews of the student's Learning Plan can help to track progress, revise assignments when needed, and preserve a focus on student learning.
5. The student and Field Instructor should work to develop an open, honest and professional relationship. Part of this relationship will include determining the most effective way to give each other feedback.

6. Students are encouraged to use mistakes as an opportunity to learn. Field Instructors can assist the student to explore concrete steps for improving professional skills.
7. The student and Field Instructor should discuss the strategies that are most helpful in facilitating the student's learning. Developing and trying new learning strategies is encouraged.
8. The student will use the NASW Code of Ethics to guide to his/her professional learning and within the agency and within the community.
9. The student should discuss what she/he is learning in classes with the Field Instructor. Students should discuss classroom assignments with the Field Instructor for suggestions and guidance, especially when class assignments are based on experiences occurring within field practicum.

Off-Site Supervision

In some instances, a field setting/site may offer safe and meaningful competency-based learning experiences for students, but not have a qualified field instructor on site – this may be the result of their not being employed there, a leave of absence or departure, or an internal personnel change/relocation. In instances where the quality of the student learning experience meets Belmont School of Social Work and CSWE standards, yet there is no field instructor on site, alternative field instruction and supervision may be utilized. The Director of Field works with the field setting to ensure there is a daily task supervisor on site for immediate student support. Quality and professional task supervision is a requirement for any site to become a Belmont MSW field site.

Evaluating Student Performance and Providing Feedback to Students

It is required that Field Instructors monitor and evaluate student progress throughout the practicum. Evaluation is an ongoing process and one by which the student and Field Instructor monitor the student as a developing social work professional. In addition to the feedback the Field Instructor provides on a regular basis through supervision meetings, additional more formal mechanisms are required to ensure student progress on an ongoing basis. These include:

- Initial Learning Plan (developed at the beginning of the student's practicum).
- Site visits (conducted by the Field team once per semester)
- Spring semester Learning Plan revision.
- End of semester evaluations (Fall and Spring – See Appendix D). Students will be evaluated by Field Instructors at the end of the semester on the progress relating to the Student Learning Plan and educational competencies. The Field Evaluation instrument includes the practice behaviors associated with each competency and asks for both a quantitative and qualitative evaluation of student performance. It is important that along with the numerical ratings that the Field Instructor provide written feedback to the student. The final evaluation becomes the official record of the student's completion of this degree requirement and is retained by the school.

The Field Seminar Instructor is responsible for assigning the grade after consultation with the Field Director. Areas of consideration will include but are not limited to the student's use of field supervision, field seminar performance (including grades on course

requirements as outlined by the syllabus), performance with agency staff and the social work professional community and the student's performance as a generalist social worker. Should the student disagree with the semester grade, there is a formal grade appeals process available which is described in each Field Instruction Syllabus and the MSW Student Handbook.

Grades are determined on the following scale:

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

FIELD EDUCATION ROLES, RESPONSIBILITIES, AND PROFESSIONAL STANDARDS

Roles and Responsibilities

Field Director

The Field Director carries administrative, academic, and consultant responsibilities for the field curriculum. They oversee the contribution of field instruction to the competencies of the School of Social Work and carries responsibility for the effective and efficient coordination of field activities involving faculty, students, and agencies.

Field Director Administrative Responsibilities:

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

Field Director Academic Responsibilities:

- To initiate and respond to faculty, student, and agency suggestions for the continuous upgrading of the field instruction curriculum.
- To conduct periodic evaluations of practicum methodology and outcomes, and initiate appropriate changes.

Field Director Consultant Responsibilities:

- To maintain ongoing contact with the Field Instructor through the semester, one face to face visit will be scheduled for the midpoint of the semester and additional meetings will be scheduled as needed.

- Meet with the student in an integrated seminar throughout the year to discuss the placement, and to be available to the student as necessary.
- Assist the Field Instructor in the designing of learning experiences for the student that relate to 2022 EPAS competencies; to assess with the Field Instructor the adequacy of the student's field performance; and to consult with and advise the Field Instructor regarding learning problems that students may have.
- To facilitate the provision of appropriate student tasks and assignments.
- Provide the Field Instructor with current knowledge about the academic curriculum and any necessary assistance in relating it to field supervision.
- Ensure that student evaluations are made promptly in collaboration with the Field Instructor.
- Complete evaluations of placement.

Field Instructor and Task Coordinator

The Field Instructor has the primary responsibility for the student's education while in the field placement. This involves locating assignments within the agency that will enable the student to achieve satisfactory competence in meeting the standards identified by the standards of the CSWE that are embedded into the student's learning plan. It is hoped that the Field Instructor will also share knowledge and stimulate the student's application of theory to practice and practice to theory, provide ongoing feedback, engage in direct observation of student's skills on a regular basis, help the student to become self-evaluative and complete an end of semester evaluation.

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

The Field Instructor Responsibilities:

- Participate in orientation as much as possible.
- Select the most appropriate agency assignments taking into consideration, as much as possible, the student's past experience, learning patterns, career expectations, and Student Learning Plan.
- Provide orientation to the agency, promote the agency's understanding of the Belmont University School of Social Work, acceptance of the student, and enable the student to feel a part of the agency.
- Provide information regarding safety processes and procedures within the organization. Thoroughly discuss precautions student should consider while engaging in the daily activities of the internship.
- Hold regular conferences with the student and utilize the competencies in the Student Learning Plan. Commit a regularly scheduled weekly time for supervision - the

minimum expectation is for one hour per week of formal supervision. Additionally, be available to the student for crisis situations.

- Evaluate progress continuously with the student and provide a written, formal evaluation once a semester to the Field Director prior to the deadline for grades.
- Be competent to counsel the student and provide guidance/direction should the Field Instructor determine the student is not suited to continue in the present placement. In such a time as this, the agency Field Instructor will notify the Belmont University Field Director to arrange a meeting between the three parties to determine the next course of action on behalf the student and his/her continuing professional educational experience.
- Report any incidents or crimes that present safety or security issues that negatively impact learning in the Field Placement.
- Contribute knowledge and suggestions to the Belmont University School of Social Work for updating the field instruction program.

Student

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

The Student Responsibilities:

- Read the Field Education Manual.
- Abide by the NASW Code of Ethics and the Bruin Guide at all times
- Participate in the Field planning process according to the guidelines identified in this manual in a professional manner.
- Share responsibility with the Field Instructor for the learning experience. This includes participation in developing the Learning Plan and active participation during supervision meetings, as well as the evaluation process.
- To prepare for conferences with the Field Instructor by taking the initiative in raising questions for discussion and application of theoretical knowledge to practice.
- Participate actively in agency staff meetings.
- To engage actively in the evaluation process, seeking ongoing feedback from the Field Instructor and participating in the end-of-semester formal evaluation.
- Attend and participate in regular field seminars at the University.
- To bring to the Field Instructor any problems or dissatisfaction with the field experience and to engage constructively in finding solutions.
- Report any incidents or crimes that present safety or security issues that negatively impact learning in the Field Placement.
- To evaluate the field placement to provide the social work program with an additional means to consider the agency for future student placements.
- To meet requirements set by the agency in regard to dress code, background check, agency orientation, and any other professional expectations of the agency.
- Protect the confidentiality of all information about clients.
- Be available for client emergencies, if at all possible.
- Notifying the Field Instructor/agency of unavoidable absences or lateness, in advance,

- if possible.
- Make up time for absences and lateness.
- Follow the dress code of the agency.

Professional Behavior and Expectations

The Belmont School of Social Work is committed to supporting students as they move toward becoming professional. As such the School outlines standards for technical and professional behavior and academic performance (see the student handbook for further detail on Academic Standards pg. 22).

The professional standards provided below delineate foundational and essential functionality needed for both professional social work practice, and to achieve success in the Belmont University MSW program. These standards offer students a baseline of professionalism and capacity necessary to perform key functions in their pursuit of an MSW degree, and professional practice. Upholding these standards helps to safeguard the well-being of all individuals involved in a student's academic journey.

The School of Social Work recognizes that individuals may have unique needs and circumstances, and as such resources and support are available to assist students in overcoming barriers or challenges related to their success in meeting these standards. Students may work with their advisor, program director, the Chair for the School of Social Work, and the [Office of Accessibility Services](#) to seek reasonable accommodations related to technical and or professional standards.

Cognitive and Affective Standards

- Calmly handle situations which may be physically, emotionally, or intellectually stressful.
- Demonstrate 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
- Accurately observe, gather and report verbal and written data in a timely manner.
- Synthesize information for effective problem solving needed in the completion of psychosocial or community and organizational assessments, intervention planning, and evaluation of practice.
- Demonstrate ability to assess environmental safety and risk factors, such as when making home visits, intervening in cases of child and elderly maltreatment, domestic or any other type of interpersonal violence situations.

Standards for Professional Communication

- Understand and manage nonverbal communication (including behavioral, emotional, and affective communication).
- 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.
- Demonstrate proficient written and oral language skills for communicating with school, local agencies, and clients.
- Comprehend and effectively communicate in the English language orally and in writing using appropriate grammar and vocabulary.
- Demonstrate professional interpersonal communication and interactions.
- Demonstrate ability to use methods, technology, and resources needed to complete assignments and communicate professionally and ethically.
- Demonstrate professional use of technology related to the academic program and field (including, but not limited to telephone calls, email, social media, and texting).
- Communicate in a timely manner when circumstances arise that impact ability to participate in academic activities, including classroom or field placements activities.

Professional Relationships Standards

- Adhere to the NASW Code of Ethics ([available here](#)).
- Demonstrate the interpersonal skills necessary to relate effectively and empathically in accordance with the NASW Code of Ethics.
- Attend and participate in class and field activities consistently in compliance with any specific attendance and participation requirements set forth by instructors.
- Demonstrate ability to engage with others with appropriate respect for diversity and difference.
- Consult and collaborate with peers, faculty, social work practitioners and other members of the community.
- Communicate effectively as part of an interdisciplinary team.
- Prioritize responsibilities to meet the demands of personal and professional expectations and obligations.
- Listen to constructive feedback and implement subsequent changes.

Standards for the Professional Use of Self

- Accurately self-assess performance and strengths and weaknesses and demonstrate self-awareness and growth necessary for professional social work practice.
- Demonstrate the knowledge that one's own values, beliefs, emotions, past experiences, and attitudes may affect thinking, behavior, and relationships.
- Apply self-awareness and emotional self-regulation to manage the influence of personal biases and values.

- Manage response to situations or stimuli that may interfere with performance of social work functions.
- Manage personal problems and situations that may negatively impact performance including medical, interpersonal, mental, emotional or behavioral problems or challenges.
- Proactively seek assistance from appropriate professionals for medical, interpersonal, mental, emotional, or behavioral problems and challenges that may interfere with performance. (Faculty, instructors, and fellow students are not responsible for providing such assistance to students.).

Additionally, students are expected to uphold community standards set forth by the University. See [The Bruin Guide](#) for the descriptions of personal, social, and sexual conduct violations. Also refer to the policies on alcohol beverages, illicit drugs, sexual assault, sexual harassment, solicitation, and tobacco use.

Monitoring

Student professional performance is monitored by program faculty and staff, both in the context of the field, and across all educational spaces. The MSW program director engages program faculty and staff in discussions of student professional development and conduct in monthly meetings. In addition, the MSW program director meets monthly with the Field Director, which offers a specific pathway for communicating concerns related to student performance in the community. Student professional development is formally assessed in the context of Field II and Field III seminars using a student self-evaluation instrument, and in consultation with a student's advisor. Students receive advising, at minimum, twice annually to discuss their professional development.

Review Processes

Demonstrated behaviors that are incongruent with the School of Social Work technical and professional standards, and the essential functions outlined above, will prompt a review by the school. In the spirit of collaboration, MSW program administration, faculty or staff can utilize the following professional review processes at any time to offer the support needed for student success and to intervene around student professional performance.

1. **Primary Intervention:** If a student is observed to demonstrate behaviors that are concerning and/or incongruent with professional or technical standards, including but not limited to cognitive and affective standards, communication standards, standards related to professional relationships and the professional use of self, and or those outlined in the Bruin Guide, they will receive an email about this behavior. This email communication will detail the concerns and will serve an opportunity to schedule a verbal discussion of the concern. This intervention may come from course instructors, advisors, administrators, field personnel or staff members.
2. **Intermediate Intervention:** If a student demonstrates continued instances of concerning professional performance, or a more significant initial issue (such as an

unprofessional or concerning comment in class, an absence of self-awareness as it relates to diversity and difference, or a concern from a field instructor), they will receive written communication outlining the circumstances of the concern, along with a request to meet with the MSW program director, their advisor and/or any other relevant party (such as a course instructor, field personnel or staff member). During this meeting, the student and their advisor will develop a plan to help achieve professional success, including any connections needed to school, college, or university resources that may assist. The student will receive formal guidelines for continued good standing, and detailed information about possible courses of action following concerning professional performance/behavior. This plan will be signed by the student as acknowledgement that they have received it and understand it.

- 3. Professional Performance Review:** Upon a third instance of professional concern, or a significant initial issue (such as inappropriate work with a client, violation of the university code of conduct, or the NASW Code of Ethics), the MSW program director will communicate the need for a professional performance review with the Chair for the School of Social Work. The Chair will be responsible convening the review meeting and will work with the student, the student's advisor, and the director to establish a meeting time. The intent of this meeting is to make a recommendation for professional support if possible, and/or to determine the student's ability to remain in the program.

In partnership with the student, this group will identify if there is a course of action that can bring the student's professional 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 standards to be upheld, actions to be taken to solve identified problems, and a period for the completion of designated actions and a re-evaluation of student performance. Consequences for non-adherence to any element contained in the contract will be included, as will options for appeals should the panel determine a student be terminated from the program.

If no such course of action is deemed possible, students may be terminated from the School of Social Work and the Belmont Master's in Social Work program. Decisions regarding responsibility and consequences will be delivered to the student in writing through their Belmont e-mail address. The student is considered to have received the professional performance review contract and/or decision letter upon the letter being sent via e-mail.

Programmatic Decision Appeals

Students may also seek an appeal related to a decision made regarding their academic or professional performance during any of the three leveled reviews described above (*primary performance interventions, intermediate performance interventions, and/or performance review decisions*). Grievance and appeal procedures are as follows:

- If a student has a complaint regarding a *primary performance intervention*, an instructor or course-based concern, every effort should be made to resolve the issue with that specific instructor or staff member.
- If the issue is not resolved with the instructor or staff member, and/or the student has a complaint regarding an *intermediate intervention*, they should provide in writing their complaint and any requested action for resolution to the Chair for the School of Social Work.
- The Chair will review the student's complaint and, if needed, request additional information or clarification from the student, MSW program director, faculty members and any other individual that may be involved. The Chair will determine any next steps and communicate this to the appropriate individuals within the bounds of appropriate confidentiality.
- If the student is not satisfied with this resolution, and or they have a complaint regarding an *performance review decision*, they may further appeal to the College of Health Sciences Senior Associate Dean. The student should provide in writing their initial complaint as well as an explanation of why they are appealing the decision of the School of Social Work.
- The Senior Associate 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.

Termination from the Field and or The Program

The Belmont University Master's in Social Work is a professional degree granting program, which prepares students for board examinations, state licensure, and ultimately professional practice with vulnerable and marginalized people. Poor academic performance, behavior in a field and/or educational setting that is in violation of the School of Social Work's technical and professional standards, the Belmont University Code of Conduct (details can be found in [The Bruin Guide](#)), and/or the [NASW Code of Ethics](#) may result in student termination from the program, as determined in an academic and or professional performance review process.

Dismissal from field, as a result of student performance or behavior, results in failure of the field course, immediate academic probation, and an immediate performance review regardless of GPA. The academic and or professional performance review process will be utilized to determine an appropriate course of action regarding a students' progress in the curriculum, and possible termination from the program. Students may not attend field seminar once dismissed from field.

The following list details actions or behaviors considered just cause for immediate dismissal from the Master's in Social Work Program:

- Violation(s) of the School of Social Work's technical and professional standards, the Belmont University Code of Conduct (see [The Bruin Guide](#)), and/or the NASW Code of Ethics.
- Violation of Belmont University's Title IX policies.
- Cheating, plagiarism, giving false information, or altering official records.
- Abuse or disrespect for clients, peers, or faculty.

- Earning an insufficient grade in any course(s).
- Willful conduct that may cause injury.
- Harassment, discrimination, non-sexual harassment, or sexual misconduct as defined in [The Bruin Guide](#).

Processes for student complaint and grievances regarding termination decisions are outlined in the MSW Student Handbook, the [Graduate Catalog](#), and [The Bruin Guide](#). Any student who is dismissed may apply for readmission.

Students may file a formal complaint by e-mailing the Office of the Dean of Students to determine the appropriate appellate official. They must describe the treatment, action, final decision given by the academic or administrative area, and the remedy still sought. Complaints will be investigated and / or referred to other offices as necessary. A written response regarding the issue will be sent to the student who initiated the complaint. The Associate Provost and Dean of Students serve as the primary coordinator of response and support to students with concerns or those students experiencing a crisis. Please see [The Bruin Guide](#), page 89.

MSW FIELD EDUCATION: POLICIES AND PROCEDURES

Attendance Policy

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

Students are usually entitled to holidays listed on the University calendar which fall on field instruction days if they make the Field Instructor aware of these at the beginning of the semester. This also applies to holidays observed by the agency as well as agency closure due to hazardous weather conditions. However, the student is still required to complete satisfactorily the required 200 or 250 clock hours for their particular field instruction before the end of the semester.

Policy for Employment at the Field Site

Co-occurring field education and employment is permitted. All student assignments associated with field hours are required to be directly linked to the social work competencies - nine in generalist settings, and ten in advanced generalist settings. Students may be placed at an agency in which they are employed, provided the following criteria is met:

1. When developing the Learning Plans, both student assignments and employee tasks may qualify as field hours when directly linked to the social work competencies at a generalist or advanced generalist level.

2. Field Instructor supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the CSWE requirements of a Field Instructor.
3. Field instructors are required to have an MSW degree and two years post MSW practice experience.
4. Field Instruction supervision must be distinct from employment supervision time, even when provided by the same supervisor. This role should be documented on the Learning Plan.
5. If a student becomes unemployed in an organization where field education has co-occurred with employment, they must immediately contact the Field Director to make a plan for completion (see Disruptions).

Disruptions

It is expected that the student will remain in the same practicum for two semesters. No guarantee can be made that an alternative placement will be provided such that a student can complete the course on time. As such any disruption to field may jeopardize a timely completion of the degree program. A change in placement may be considered under the following circumstances:

1. Unanticipated changes within the field agency that makes it impossible for the agency to continue to support the educational needs of the student, such as budget cuts, staff changes, and loss of clients. In these instances, the Field Instructor needs to inform the Field Director immediately. Arrangements will be made for the student to be placed in a different practicum. When the change in practicum is due to changes in the practicum agency, the student will be given credit for the hours they have accrued.
2. If a significant mismatch has occurred between the student and the field agency or Field Instructor that was not apparent during the placement interview, a change in placement may be considered. For a change to be considered:
 - The student and Field Instructor should first discuss any difficulties with one another, and then invite the Field Director to meet with them if the problem cannot be resolved.
 - If the Field Director agrees that there are irreconcilable differences for either the student or the agency, then the Field Director will complete a Practicum Disruption Form.
 - Depending on the circumstances, a student may be placed as soon as possible in a new agency, or the student may be required to delay practicum until an agency is available that meets his/her educational needs.

- Credit for hours accrued prior to the disruption will be determined by the Field Director and Social Work Program Chair, based on all of the factors in the particular situation.
3. In situations where a student commits an act, or series of actions that result in the disruption of the practicum, the student may lose all credit for the practicum and may not be re-placed in another practicum. This is determined on a case-by-case basis through a student performance review process. If a student is terminated from field, they may no longer attend field seminar. An immediate performance review is convened to determine a course of action, and the student's ability to continue in the program.
 4. Should a field placement be disrupted in connection with a change in the student's employment, the Director of Field will work closely with both the community partner and the student to understand the nature of the displacement. If the displacement occurs through no fault of the student (i.e., they are promoted, grant funding ends, the office closes etc.) the Director of Field may work with the student to locate an alternate placement. However, no guarantee can be made that an alternative placement will be provided such that a student can complete the course on time. As such *any* disruption to field may jeopardize a timely completion of the degree program. If disruption to the placement occurs because of student conduct in the field, a performance review will be conducted as outlined in the MSW student handbook.

Nondiscrimination

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

Accommodations

If a student has identified that they will need accommodations, the student will be referred to the Office of Accessibility Services 615- 460-6407 to work with a specialist on the specific accommodations needed. After receiving confirmation that the student has identified accommodations with the Office of Accessibility Services, the student should provide the Field Director with information regarding the accommodations the student anticipates for practicum.

The Field Director will work with the student to find a practicum agency that is of interest. However, some accommodations may limit the agency options available to a student. Unless the Field Director is already aware of whether the agency would be able to accommodate the student, they will contact the agency and relay the language that has been provided by the student or Office of Accessibility Services regarding accommodations, to assess with the agency if they can accommodate the student.

Once the Field Director and the student have identified an agency that is ready to interview the student, the student will be responsible for working with office to provide

accommodation language that is specific to the agency and will discuss with the agency during the interview process.

An accommodation letter, drafted by the Office of Accessibility Services must be provided by the student to the field agency and the Field Director before beginning practicum.

Life Experience Credit

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

Policy for Safety in Field Placement

Field Instructors play a significant role in helping students to become familiar with the agency's safety procedures. It is not unusual for students to have concerns about personal safety. However, many students find it difficult to discuss these directly with the Field Instructor, especially at the beginning of their experience in the agency. The 2022 NASW Guidelines for Social Work Safety in the Workplace ([available here](#)) included this standard to guide field instructors:

“Standard 11. Student Safety Social workers need to be prepared for safe social work practice during their student years. Interpretation: As practicum experiences are an important part of the social work curriculum, schools of social work are responsible for ensuring that social work students are educated about concepts and techniques related to safety as well as supervised in safe environments. Social work safety should be part of the curriculum/training of field practicum instructors. Schools should place students in settings with sound safety policies and procedures that should be reviewed with students in school and in the placement setting. Professional safety should be part of the school and agency orientations. Students who have safety concerns about their placements must be provided with supports until the safety concerns have abated. If the concerns cannot be adequately addressed, the student must be offered an alternative placement.”

While it is not possible for the Field Education Office to create guidelines that cover every safety issue that could potentially develop while a student is in the field, we have created this set of guidelines in order to communicate the general expectations for the Field Instructor, agency, and student when it comes to safety.

Guidelines for the agency/Field Instructor

- If not already available, prepare an accessible safety/risk management orientation prior to the student arriving at practicum.
- Orient students to safety/risk management policies and procedures within the first two weeks of practicum placement.
 - Orientation should include:
 - Security of belongings
 - Safety issues with clients specific to client population and service setting
 - Safety within the agency building and in the office

- Safety during home visits or other travel outside of the office Health precautions and protocols
- Review all safety/risk management policies and procedures with the student(s) at least once per semester, or more often if needed.
- Discuss assessing and handling risk in the field should be incorporated into supervision meetings.
- Students should not be required to complete assignments that make them feel physically unsafe.
- Students should not be required to start unaccompanied home visits without appropriate training and shadowing of an experienced worker. The student and Field Instructor should have a plan in place for home visits that assures the Field Instructor is aware of the details of the visit, and the Field Instructor should have the student's cell phone number.
- Students should not be left to staff an office or see clients without other staff present in the building.
- Report critical incidents immediately, in accordance with the Critical Incident policy.
- Please see Appendix F for more helpful information about developing a safety plan with your student.

Guidelines for Students

- Become familiar with the safety policies and procedures of the agency.
- Become familiar with the area in which the student is placed, including parking availability.
- Be able to explain knowledge of the safety/risk management policies and procedures to the liaison during the site visit.
- If a student has been asked to do something that makes them feel at risk physically, the student should contact their Field Instructor or Field Director immediately.
- Report critical incidents immediately, in accordance with the Critical Incident policy.
- Please see Appendix F for more helpful information about developing a safety plan with your Field Instructor.

Critical Incidents

For purposes of this policy, “critical incident” is defined as:

- Injury to the student and/or client under the immediate care/supervision of the student
- Threat of violence to a student by a client or agency staff
- Abusive behavior by the student towards a client or agency staff
- Law violation by the student
- Any event that could have a profound impact on the student

In the event of a critical incident:

The student should:

- Obtain medical attention, if needed
- Immediately notify his/her Field Instructor of the incident
- Establish with the Field Instructor if further action (law enforcement involvement, etc.) is needed
- Contact the Director of Field Education within 24 hours of the incident and report:
 - What happened
 - Who was involved
 - Where/when it happened

The Field Instructor should:

- Contact the Director of Field Education within 24 hours of the incident to report what happened, including how the agency is handling the incident.

The Director of Field Education should:

- Make contact with the student to ensure that resources and appropriate referrals are made.
- Plan with the student to ensure his/her physical and emotional safety are addressed at the field practicum placement.
- Plan with the agency regarding how to reduce the risk for critical incidents involving students in the future.

Sexual Misconduct

As stated in the Belmont University’s Bruin Guide: *Belmont is a Christian community of learning and service. Our community is committed to the dignity and worth of every individual, which is embodied in our Community Commitment to Individual Worth. Sexual misconduct is the antithesis of this Community Commitment. Because of our faith commitment, community values and obligations of federal law under Title IX of the Education Amendments of 1972, members of the Belmont community, guests, and visitors have the right to be free from sexual misconduct and from retaliation for reporting incidents of sexual misconduct. Accordingly, the community rejects and responds assertively to sexual misconduct violations. When violations are found, Belmont will take action calculated to stop the behavior, ameliorate its effects, and/or prevent the behavior from reoccurring. Such action is likely to include, but is not limited to, suspension, expulsion, or dismissal of the person who violated this policy.*

If you or someone you know has been the victim of sexual misconduct, you may report it to the university’s Title IX Coordinator, officers in Campus Security, staff in Residence Life, staff in the University’s Dean of Students office, and/or staff in Human Resources. The University has designated these employees as “Responsible Employees” for reporting violations of the sexual misconduct policy. Accordingly, the university encourages making reports to these employees.

- Title IX Coordinator, Carly Elliott, may be reached at carly.elliott@belmont.edu or 615-460-6894

1900 Belmont Boulevard, Freeman Hall (Third Floor), Nashville, TN 37212.

- Campus Security is located in Gabhart Student Center. 615-460-6911. They are open 24 hours a day, 7 days a week, 365 days a year.

Note, though, that reporting to one of these sources is not confidential and details of the incident will be shared with the Title IX Coordinator for him or her to determine next steps. A person may make a Request for Privacy to the Title IX Coordinator so that the incident is not addressed via the university's Sexual Misconduct Accountability Process. The University will make every effort to accommodate a person's wish for privacy. Only if the sexual misconduct violation poses a substantial risk to the safety or orderly operation of the campus community will the university consider proceeding despite a person's wish for privacy. For completely confidential assistance that does not report to the Title IX Coordinator, refer to the "Confidential Resources in the Aftermath of Sexual Misconduct Experience" section of [this policy](#).

Additionally, individuals may seek professional assistance in the form of counseling, advocacy and/or support related to their experience or a friend's experience of sexual misconduct via the following Belmont services:

- Counseling Services at 615.460.6856
- Health Services at 615.460.5506
- University Ministries Pastoral Care at 615.460.6419

Transportation Policies

Students are responsible for providing their own transportation to and from their field placement. The specifics of this (regarding location(s) of field work) should be discussed with the Field Instructor *before* starting the placement to insure feasibility for students. If students are expected to drive to sites that are beyond their comfort or ability to fund, there should be effort to carpool with a colleague or make other arrangements.

Students are **not** to assume responsibility for transporting clients in their personal car. Students may ride with an agency employee in a vehicle if transporting clients is part of service delivery. These activities must be noted on the Student's Learning Plan.

Appendix A: FIELD PLACEMENT CONTRACT

The placement of a Social Work Student by the Belmont University School of Social Work includes reciprocal responsibilities for each party (School, Agency, and the Student). This contractual agreement denotes that all parties will perform specified components of the fieldwork process. This cooperative effort is delineated as follows:

A. Belmont University

1. Assumes initial responsibility for the selection of field placement agencies and students to be placed in an agency, with student's educational needs and goals as the primary consideration in this decision.
2. Remains cognizant that the agency has the final decision regarding student placement.
3. Provides academic information and other pertinent information concerning the student, as requested, with the permission of the student.
4. Provides the agency with evaluation instruments to be used as criteria for assessment of student's work. Incorporated within this requirement is the role of providing the agency and Field Instructor with the educational goals of the School of Social Work.
5. Assumes final responsibility for the administration of the field placement program; including decisions which affect the progress of the student, such as grades, credits, and minimum number of field work hour requirements, with final grading including consideration of agency and Field Instructor recommendation.
6. Provides insurance liability for the student while fulfilling requirements of the agency during his/her assigned field placement.

B. The Agency

1. Provides Belmont University School of Social Work with a description of the placement and social work tasks involved, so as to further enhance the educational objectives and professional interests of the student.
2. Works in close coordination with the School of Social Work in planning the student's educational experience. This includes designating someone holding an MSW to serve as Field Instructor on a continual basis during the student's placement.
3. Provides students with opportunity to become involved in the total agency operation as is appropriate, and refrain from assigning student "busy work" which is not a part of or related to the social work field experience.

4. Encourages contact between the student and the total agency staff to broaden the student's knowledge base to include administration, planning, community interest, research, and other social work methods or interventions which are unique to the agency.
5. Complies with deadlines for the preparation of reports and evaluations needed in evaluating the student's field work performance, utilizing the 2022 EPAS and all associated student competencies therein.
6. Permits students the use of agency facilities during the field placement, including adequate space, access to a telephone, access to clerical materials, etc. This should be as appropriate to the student's defined role and tasks and as permitted by the agency's operational standards.
7. Allows students to evaluate their own practice in order to assess their effective use of social work intervention methods.
8. Provides a diversity of social work experiences that include work with individuals, families, groups, communities, and organization utilizing the generalist perspective.
9. Supports the Field Instructor by facilitating the provision of regular and quality supervision meetings with the student.
10. Commits to supporting student achievement of required field hours (400 for Year 1 generalist placements, and 500 for Year 2 advanced placements).
11. Completes a student safety plan in partnership with the student upon orientation to the agency, and in compliance with the standards included in the MSW Field Manual.

C. The Student

1. Maintains appropriate health insurance per university standards.
2. Provides a resume for the placement agency.
3. Accept the responsibilities and rules consistent with the field agency and appropriate to social work practice.
4. Provides their transportation to and from the agency.
5. Keeps journal as assigned throughout the field placement to integrate experiential learning with social work competencies. This journal should follow the format provided by the Field Director.
6. Will be punctual and responsible in their dealing with the field placement, notifying the Field Instructor of illness or tardiness as is necessary.

7. Participates in their performance and field evaluation in the manner requested by both Field Instructor and Social Work Field Director.
8. Conducts self in a professional manner and in a manner reflecting the NASW Code of Ethics and the faith-based orientation of the university, consistent with the standards outlined in the Bruin Guide and the MSW Student Handbook.
9. Dresses in a professional manner in accordance with agency policy.
10. Provides the agency with any information required by that agency of interns, such as background checks, immunization records, CPR certification.

D. Mutual Responsibilities

1. Each Party shall comply with all federal, state and municipal laws, advice, rules and regulations which are applicable to the performance of this Agreement.
2. Students shall be treated as trainees who have no expectation of receiving compensation or future employment from the Agency or the University.
3. The Parties agree to comply with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, Executive Order II, 246, the Americans with Disabilities Act of 1990 and the related regulations to each. Each Party assures that it shall not unlawfully discriminate against any individual, including but not limited to, employees or applicants for employment and/or Students because of race, religion, creed, color, sex, age, disability, veteran status or national origin.
4. To the extent required by federal law, the parties agree to comply with the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. Section 1320d (“HIPAA”) and any current and future regulations promulgated thereunder, including without limitation, the federal privacy regulations, the federal security standards, and the federal standards for electronic transactions, all collectively referred to herein as “HIPAA Requirements.” The Parties agree not to use or further disclose any Protected Health Information or Individuality Identifiable Health Information, other than as permitted by HIPAA Requirements and the terms of the Agreement.
5. The confidentiality of Student records shall be maintained in accord with the Family Educational Rights and Privacy Act of 1976 as codified at 20 U.S.C. Section 1232g at all times.

E. Termination Guidelines

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

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

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

Student Signature

Date

Agency Field Instructor

Date

Other Agency Representative

Date

Field Director
Belmont University

Date

Appendix B: FIELD APPLICATION

Belmont University Master of Social Work Application for Field Instruction

Complete the following Application for Field within 2 weeks of making your admissions deposit to ensure the largest number of options for placements. Attach your current résumé with your completed and signed Application for Field Instruction form.

[Incomplete application packets will not be processed.]

PART I: Student Information

Name:

BUID:

Local Address:

Phone Number:

Email:

Are you at least 21 years of age?

Yes

No

Pronouns:

Race:

Military Status:

Expected Month & Year of Graduation:

Are you fluent in a second language (including ASL)?

Yes No

If yes, please specify which language & fluency level:

Are you seeking an employment-based field placement?

Yes No

If yes, indicate planned commitment:

Full-time

Part-time

Do you have a valid Tennessee driver's license?

Yes No

Will transportation be a concern for you during your field placement?

Yes No

If yes, please explain:

Have you ever been convicted of a felony?

Yes No

Other than a minor traffic violation, have you ever been convicted of a crime for which the charges have not been expunged or pardoned?

Yes No

If yes, please explain:

Do you have any charges pending? Yes No
If yes, please explain:

Do you have any special considerations of which we should be aware when planning your field placement? Yes No

If yes, please briefly list concerns. *You will be asked to describe your situation more fully in the attached narrative:*

Briefly describe your ideal field placement (in what setting(s) are you interested?):

Indicate any social service agency experience you have had, both paid and volunteer:

PART II: Personal/Professional Narrative

Your 2–3-page narrative should be typed and double-spaced, with 1” margins, top, sides and bottom of each page. Prepare your statement to include the following:

There are some practicum situations, given specific vulnerabilities of an individual student or circumstances of work with a given client population or in a particular agency, which might place you, the student, at either physical or emotional risk.

- Describe any settings and/or populations you are reluctant to serve.
- Describe personal issues which may impact your choice of possible practicum sites; (i.e., substance abuse, no car or a suspended driver’s license, caretaking responsibilities for a family member, etc.).
- Are you seeking a placement at your place of employment? Please also disclose if you have personal or family involvement with an agency you want to be placed with.
- Briefly disclose pertinent information involving previous, existing, or continuing health/medical conditions or other issues that may impact placement.
- Discuss your particular interests in social work. (Reasons for choosing the field; your educational pursuits; populations you would like to serve; and your eventual social work goals; etc.)

PART III: Acknowledgement and Signature

This application form is intended to convey information helpful in determining fieldwork placements. Although the applicants' experiences and interests are considered, educational needs take precedence over all other factors involved in the assignment of

students to fieldwork agencies. The information on this application may be shared with an agency internship coordinator, field instructor, and/or field seminar instructor.

Applying for a placement is a competitive process. Once applications are received by the Field Director, the placement process begins. Like a job interview, all students must interview for field placements. The student's application is reviewed, and a referral is made to an agency or agencies for a phone screening and/or interview. Students are not guaranteed specific placements since the field placement process is competitive. Students often compete with fellow Belmont students and students from other schools.

Please note that a background check, including criminal history and fingerprinting, immunizations, and health screening, may be required for placement in certain settings. Note that these may be at the student's expense. Please discuss this with the Field Director if you have questions or concerns regarding these requirements.

All elements of this field application and attachments are true and complete to the best of my knowledge.

Student Signature:

Date:

[Attach your current résumé to your MSW Application for Field.]

NOTE: The field placement is a graded, professional practice experience that must meet the criteria of the field instruction program and the professional development needs identified by the program, the profession and you, the student. Any issues of concern need to be presented to the Field Director in your individual conference so as to fully assist with planning for your field placement. It is your responsibility to apprise the Field Director of any information that impede your success in the field. Failure to disclose may result in denial of admission to field or termination of field placement. The Field Director will consider your needs and circumstances and will try to make accommodation when and where necessary. In recognizing the importance of the field placement, however, please make arrangements for childcare, caretaking duties for parents, transportation, work schedules and other commitments that may impede your availability and success.

Appendix C: GENERALIST STUDENT LEARNING PLAN¹
This is a sample tool. *The Year 2 Evaluation Tool Is the same format, with associated Advanced Generalist Competencies and Behaviors*

Student's Name:

I. Orientation

- a. Orientation Plan for Student:

II. Educational Structure

- a. Hours and days at agency:
- b. Beginning Date of Placement: __
- c. End date of placement:

III. Meetings:

- a. Supervision (days and times):
- b. Other learning resources available (e.g., staff meetings, in-service, seminars, rounds):

IV. Supervisory Structure and Process:

- a. Primary Supervision
 - Field Instructor:
 - Day and Time:
 - Format: __ Individual. __ Group __ Both
- b. Secondary Supervision (if relevant)
 - Task Supervisor:
 - Day and Time:
 - Format: __ Individual __ Both
- c. Backup/Emergency Supervision: When primary field instructor is absent, emergency consultation and supervision will be provided by:
- d. In case of student absence, student should:
- e. Agenda for Supervision: Please describe how the agenda for supervision will be set, and who will take responsibility.
- f. Teaching and Assessment Strategies for Supervision Sessions: Please identify strategies (e.g., process recordings/analyses, observation, role play) that you will use to teach and evaluate the student's competence:

¹ This document is completed online via Tevera®

- g. Evaluation: The School recommends that the evaluation be a collaboration between the student and the field instructor. Field instructor(s) responsible for filling out evaluation at end of each semester:

V. Field Assignments for Developing Social Work Competencies

The following competencies were developed by the Council on Social Work Education and are the basis of the Field Education curriculum for all first year MSW Social Work students. This learning contract should incorporate these competencies and related behaviors that students must demonstrate.

<p>COMPETENCY 1 DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR</p> <ul style="list-style-type: none"> ○ 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; ○ Demonstrate professional behavior; appearance; and oral, written, and electronic communication; ○ Use technology ethically and appropriately to facilitate practice outcomes; and ○ Use supervision and consultation to guide professional judgment and behavior.
<p>COMPETENCY 2 ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE</p> <ul style="list-style-type: none"> ○ Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and ○ 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.
<p>COMPETENCY 3 ENGAGE ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION (ADEI) IN PRACTICE.</p> <ul style="list-style-type: none"> ○ Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and ○ Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
<p>COMPETENCY 4 ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE</p> <ul style="list-style-type: none"> ○ Apply research findings to inform and improve practice, policy, and programs; and ○ 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.
<p>COMPETENCY 5 ENGAGE IN POLICY PRACTICE</p> <ul style="list-style-type: none"> ○ 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 ○ Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
<p>COMPETENCY 6 ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</p> <ul style="list-style-type: none"> ○ Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and ○ Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
<p>COMPETENCY 7 ASSESS WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</p> <ul style="list-style-type: none"> ○ 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 ○ Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

<p>COMPETENCY 8 INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</p> <ul style="list-style-type: none"> ○ Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and ○ Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
<p>COMPETENCY 9 EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</p> <ul style="list-style-type: none"> ○ Select and use culturally responsive methods for evaluation of outcomes; and ○ Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Please list the student’s field assignments and activities and identify 2-5 competencies that the student will develop for each of these assignments. **All the competencies are required to be demonstrated in the field.**

The following examples may be helpful to you:

- **Assignment 1:** Conduct needs assessment of youth, ages 16-18, in the surrounding neighborhood.
 - Competencies: 1 and 7
- **Assignment 2:** Provide individual case management with 5 adults.
 - Competencies: 1 and 8

Task/Activity/Assignment 1:
Competencies:
Level(s) of Practice:
Task/Activity/Assignment 2:
Competencies:
Level(s) of Practice:
Task/Activity/Assignment 3:
Competencies:
Level(s) of Practice:
Task/Activity/Assignment 4:
Competencies:
Level(s) of Practice:
Task/Activity/Assignment 5:
Competencies:
Level(s) of Practice:
Task/Activity/Assignment 6:
Competencies:
Level(s) of Practice:
Task/Activity/Assignment 7:
Competencies:
Level(s) of Practice:
(Add more assignments if appropriate)

Additional Field Instructor Comments:

Student Signature

Date

Field Instructor Signature

Date

Field Director Signature

Date

Appendix D: YEAR 1 COMPREHENSIVE STUDENT SKILLS EVALUATION FORM

Belmont University School of Social Work

To be completed by Field Instructor. This is a sample tool.

The Year 2 Evaluation Tool Is the same format, with associated Advanced Generalist Competencies and Behaviors²

Student Name: _____

Field Instructor: _____

Agency: _____

Course/Semester: _____ Fall _____ Spring

Directions for completing evaluation tool

This evaluation form has been updated to reflect the nine 2022 Council on Social Work Education (CSWE) competencies (see below) and the five dimensions of competence defined by CSWE: knowledge, skills, values, cognitive and affective processes. We believe the integration of each of these dimensions is crucial to developing professional competence in social work. The assessment of the student's learning should be a collaborative process between the student and the field instructor.

Using the rating scale below, please rate students on their demonstration of the knowledge and skills associated with each of the nine core competencies, as well as their overall competence in these areas. After listing the evidence which you have used to assess the student's learning, please describe the assignments which provided the opportunity for the student to demonstrate competency (referring to the student's learning contract may be helpful here). Finally, please write a summary at the end of the evaluation which addresses the student's progress and future directions for their learning. **By the end of the placement students are expected to achieve an overall rating of "competence" in all nine competencies; where this is not the case, please provide an explanation.**

Please note that each of the competencies listed below contains a definition, as well as specific practice activities which are examples of how the competency is demonstrated.

Rating Scale

The following categories are based on a multidimensional framework for assessing the student's competence which takes into account

² This document is completed online via Tevera®

several aspects of performance: consistency; quality; level of independence; time needed to accomplish tasks; steady progress; integration of knowledge, value and skills; ability to transfer learning from one activity to another. **In the Fall Semester** students should demonstrate competence at **Level 2 or above**. Please contact Field Director if the student is at Level 1 in any area. In the Spring Semester

Students should demonstrate competence at **Level 3 or 4**. Please contact Field Director if Student is below Level 2 in any area.

1: Pre-Competence

Does not or rarely demonstrates and integrates values, knowledge and skills; needs constant supervision; quality of work uneven; tasks not completed in reasonable time; knowledge/skills not transferred from one assignment to another; progress uncertain.

2: Emerging Competence

Beginning to demonstrate values, knowledge, and skills; integrates and applies learning from one activity to another inconsistently or inappropriately some of the time; requires regular supervision; progress is evident; learning is becoming more efficient; quality of work uneven but moving in a positive direction.

3: Competence

Usually demonstrates and integrates values, knowledge and skills with sufficient mastery and independence; uses supervision for consultation appropriately, applies learning from one activity to another; uses time well to accomplish tasks and assignments; ready to move to advanced placement or beginning practitioner level.

4: Advanced Competence

Consistently demonstrates, integrates, and applies values, knowledge and skills in all activities independently and expertly. Uses consultation appropriately; performs activities in a timely and efficient manner; able to teach others.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the

profession’s history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work.

The below behaviors represent observable components of this competency, while the preceding statement describes aspects of the underlying content and processes that inform the behaviors.

- 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; The Nine Social Work Competencies 2022 Educational Policy and Accreditation Standards
- Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and d. use supervision and consultation to guide professional judgment and behavior.
- Use supervision and consultation to guide professional judgment and behavior.

Please rate your student on these two dimensions of Competency 1: <i>Demonstrate Ethical and Professional Behavior</i>		
	Fall -Formative Assessment	Spring -Final/ Summative Evaluation
Knowledge	Score: Comments:	Score: Comments:
Skills	Score: Comments:	Score: Comments:

The overall demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment regarding practice situations.

Overall Rating Competency 1: Demonstrate Ethical and Professional Behavior	Fall -Formative Assessment Score: Comments:	Spring -Final/ Summative Evaluation Score: Comments:
Which assignments and/or experiences provided opportunity for student demonstration of this competency? <i>(Please refer to assignments on the learning plan.)</i>	Fall: _ Direct observation by field instructor _ Discussion in supervision _ Role play _ Colleague report _ Client report _ other _____ Specifics:	Spring: _ Direct observation by field Instructor _ Discussion in supervision _ Role play _ Colleague report _ Client report _ other _____ Specifics:

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

The below behaviors represent observable components of this competency, while the preceding statement describes aspects of the underlying content and processes that inform the behaviors.

- Advocate for human rights at the individual, family, group, organizational, and community system levels; and
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Please rate your student on these two dimensions of Competency 2: <i>Advance Human Rights and Social, Racial, Economic, and Environmental Justice</i>		
	Fall -Formative Assessment	Spring -Final/ Summative Evaluation
Knowledge	Score: Comments:	Score: Comments:
Skills	Score: Comments:	Score: Comments:

The overall demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment regarding practice situations.

Overall Rating Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Fall -Formative Assessment	Spring -Final/ Summative Evaluation
	Score: Comments:	Score: Comments:

<p>Which assignments and/or experiences provided opportunity for student demonstration of this competency? <i>(Please refer to assignments on the learning plan.)</i></p>	<p>Fall: _ Direct observation by field instructor _ Discussion in supervision _ Role play _ Colleague report _ Client report _ other _____</p> <p>Specifics:</p>	<p>Spring: _ Direct observation by field Instructor _ Discussion in supervision _ Role play _ Colleague report _ Client report _ other _____</p> <p>Specifics:</p>
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Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. Social workers understand that this intersectionality means that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand cultural humility and recognize the extent to which a culture’s structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

The below behaviors represent observable components of this competency, while the preceding statement describes aspects of the underlying content and processes that inform the behaviors.

- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- 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.

Please rate your student on these two dimensions of Competency 3: <i>Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice</i>		
	Fall -Formative Assessment	Spring -Final/ Summative Evaluation
Knowledge	Score: Comments:	Score: Comments:
Skills	Score: Comments:	Score: Comments:

The overall demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment regarding practice situations.

Overall Rating Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice	Fall -Formative Assessment	Spring -Final/ Summative Evaluation
	Score: Comments:	Score: Comments

<p>Which assignments and/or experiences provided opportunity for student demonstration of this competency? <i>(Please refer to assignments on the learning plan.)</i></p>	<p>Fall: _ Direct observation by field instructor _ Discussion in supervision _ Role play _ Colleague report _ Client report _ other _____</p> <p>Specifics:</p>	<p>Spring: _ Direct observation by field Instructor _ Discussion in supervision _ Role play _ Colleague report _ Client report _ other _____</p> <p>Specifics:</p>
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Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

The below behaviors represent observable components of this competency, while the preceding statement describes aspects of the underlying content and processes that inform the behaviors.

- Apply research findings to inform and improve practice, policy, and programs; and
- 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.

Please rate your student on these two dimensions of Competency 4: <i>Engage in Practice-Informed Research and Research-Informed Practice</i>		
	Fall -Formative Assessment	Spring -Final/ Summative Evaluation
Knowledge	Score: Comments:	Score: Comments:
Skills	Score: Comments:	Score: Comments:

The overall demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment regarding practice situations.

Overall Rating Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	Fall -Formative Assessment	Spring -Final/ Summative Evaluation
	Score: Comments:	Score: Comments:

<p>Which assignments and/or experiences provided opportunity for student demonstration of this competency? <i>(Please refer to assignments on the learning plan.)</i></p>	<p>Fall: _ Direct observation by field instructor _ Discussion in supervision _ Role play _ Colleague report _ Client report _ other _____</p> <p>Specifics:</p>	<p>Spring: _ Direct observation by field Instructor _ Discussion in supervision _ Role play _ Colleague report _ Client report _ other _____</p> <p>Specifics:</p>
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Competency 5: Engage in Policy

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

The below behaviors represent observable components of this competency, while the preceding statement describes aspects of the underlying content and processes that inform the behaviors.

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

Please rate your student on these two dimensions of Competency 5: <i>Engage in Policy Practice</i>		
	Fall -Formative Assessment	Spring -Final/ Summative Evaluation
Knowledge	Score: Comments:	Score: Comments:
Skills	Score: Comments:	Score: Comments:

The overall demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment regarding practice situations.

Overall Rating Competency 5: Engage in Policy Practice	Fall -Formative Assessment	Spring -Final/ Summative Evaluation
	Score: Comments:	Score: Comments:

<p>Which assignments and/or experiences provided opportunity for student demonstration of this competency? <i>(Please refer to assignments on the learning plan.)</i></p>	<p>Fall: _ Direct observation by field instructor _ Discussion in supervision _ Role play _ Colleague report _ Client report _ other _____</p> <p>Specifics:</p>	<p>Spring: _ Direct observation by field Instructor _ Discussion in supervision _ Role play _ Colleague report _ Client report _ other _____</p> <p>Specifics:</p>
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Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

The below behaviors represent observable components of this competency, while the preceding statement describes aspects of the underlying content and processes that inform the behaviors.

- Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Please rate your student on these two dimensions of Competency 6: <i>Engage with Individuals, Families, Groups, Organizations, and Communities</i>		
	Fall -Formative Assessment	Spring -Final/ Summative Evaluation
Knowledge	Score: Comments:	Score: Comments:
Skills	Score: Comments:	Score: Comments:

The overall demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment regarding practice situations.

Overall Rating Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Fall -Formative Assessment	Spring -Final/ Summative Evaluation
	Score: Comments:	Score: Comments:

<p>Which assignments and/or experiences provided opportunity for student demonstration of this competency? <i>(Please refer to assignments on the learning plan.)</i></p>	<p>Fall: _ Direct observation by field instructor _ Discussion in supervision _ Role play _ Colleague report _ Client report _ other _____</p> <p>Specifics:</p>	<p>Spring: _ Direct observation by field Instructor _ Discussion in supervision _ Role play _ Colleague report _ Client report _ other _____</p> <p>Specifics:</p>
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Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

The below behaviors represent observable components of this competency, while the preceding statement describes aspects of the underlying content and processes that inform the behaviors.

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

Please rate your student on these two dimensions of Competency 7: <i>Assess Individuals, Families, Groups, Organizations, and Communities</i>		
	Fall -Formative Assessment	Spring -Final/ Summative Evaluation
Knowledge	Score: Comments:	Score: Comments:
Skills	Score: Comments:	Score: Comments:

The overall demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment regarding practice situations.

Overall Rating Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Fall -Formative Assessment	Spring -Final/ Summative Evaluation
	Score: Comments:	Score: Comments:

<p>Which assignments and/or experiences provided opportunity for student demonstration of this competency? <i>(Please refer to assignments on the learning plan.)</i></p>	<p>Fall: _ Direct observation by field instructor _ Discussion in supervision _ Role play _ Colleague report _ Client report _ other _____</p> <p>Specifics:</p>	<p>Spring: _ Direct observation by field Instructor _ Discussion in supervision _ Role play _ Colleague report _ Client report _ other _____</p> <p>Specifics:</p>
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Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

The below behaviors represent observable components of this competency, while the preceding statement describes aspects of the underlying content and processes that inform the behaviors.

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Please rate your student on these two dimensions of Competency 8: <i>Intervene with Individuals, Families, Groups, Organizations, and Communities</i>		
	Fall -Formative Assessment	Spring -Final/ Summative Evaluation
Knowledge	Score: Comments:	Score: Comments:
Skills	Score: Comments:	Score: Comments:

The overall demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment regarding practice situations.

Overall Rating Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Fall -Formative Assessment	Spring -Final/Summative Evaluation
	Score: Comments:	Score: Comments:

<p>Which assignments and/or experiences provided opportunity for student demonstration of this competency? <i>(Please refer to assignments on the learning plan.)</i></p>	<p>Fall: _ Direct observation by field instructor _ Discussion in supervision _ Role play _ Colleague report _ Client report _ other _____</p> <p>Specifics:</p>	<p>Spring: _ Direct observation by field Instructor _ Discussion in supervision _ Role play _ Colleague report _ Client report _ other _____</p> <p>Specifics:</p>
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Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

The below behaviors represent observable components of this competency, while the preceding statement describes aspects of the underlying content and processes that inform the behaviors.

- Select and use culturally responsive methods for evaluation of outcomes; and
- Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Please rate your student on these two dimensions of Competency 9: <i>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</i>		
	Fall -Formative Assessment	Spring -Final/ Summative Evaluation
Knowledge	Score: Comments:	Score: Comments:
Skills	Score: Comments:	Score: Comments:

The overall demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment regarding practice situations.

Overall Rating Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Fall -Formative Assessment	Spring -Final/ Summative Evaluation
	Score: Comments:	Score: Comments:

<p>Which assignments and/or experiences provided opportunity for student demonstration of this competency? <i>(Please refer to assignments on the learning plan.)</i></p>	<p>Fall: _ Direct observation by field instructor _ Discussion in supervision _ Role play _ Colleague report _ Client report _ other _____</p> <p>Specifics:</p>	<p>Spring: _ Direct observation by field Instructor _ Discussion in supervision _ Role play _ Colleague report _ Client report _ other _____</p> <p>Specifics:</p>
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Overall Summary

Please provide a brief summary of the students' progress to date, including their strengths. Please also address areas for growth and future directions for their learning. It is essential for both the Student and the Field Director to have this section completed. *[leave space for this]*

Overall Grade-Based Evaluation
<p>Letter grade you believe student earned in Field this semester:</p> <p>___A ___A- ___B+ ___B ___B- ___C+ ___C ___C- ___D</p> <p>Field Instructor's comments: Please include comments addressing the student's strengths, challenges, and suggestions for future learning and professional development.</p>

Signatures
<p>Agency/Field Instructor: _____ Date: _____</p>

Univ. Field Director: _____

Date: _____

Student: _____

Date: _____

Appendix E: AGENCY AND FIELD INSTRUCTOR EVALUATION FORM

Belmont University School of Social Work

Student: _____ Agency: _____
 Field Instructor: _____ Semester/year _____

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

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

Agency Evaluation Form				
Use the scale: 1=Rarely, 2=Sometimes, 3=Almost Always, 4=Always				
Placement				
1	2	3	4	I worked hard at my placement.
<i>Comment:</i>				
1	2	3	4	I learned a great deal at my placement.
<i>Comment:</i>				
1	2	3	4	I learned to address ethical issues at this placement.
<i>Comment:</i>				
1	2	3	4	I assumed personal responsibility for my own learning.
<i>Comment:</i>				
1	2	3	4	I actively sought and discovered relevant knowledge.
<i>Comment:</i>				

Agency Evaluation Form

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

1	2	3	4	The placement experience contributed to my understanding of generalist practice (working with individuals, families, groups, and communities/organizations).
<i>Comment:</i>				
1	2	3	4	I applied professional knowledge to real social issues.
<i>Comment:</i>				
1	2	3	4	I had to think critically at my placement.
<i>Comment:</i>				
1	2	3	4	This placement contributed significantly to my professional development.
<i>Comment:</i>				
Field Instructor				
1	2	3	4	The agency field instructor provided feedback to me.
<i>Comment:</i>				
1	2	3	4	The field instructor respected my individual characteristics.
<i>Comment:</i>				
1	2	3	4	The field instructor valued diversity.
<i>Comment:</i>				
1	2	3	4	The field instructor was available for consultation.
<i>Comment:</i>				
1	2	3	4	The field instructor communicated clearly.
<i>Comment:</i>				

1	2	3	4	The field instructor encouraged me to think critically
Comment:				
1	2	3	4	The field instructor provided supervision on a regular basis.
Comment:				
Recommendation				
No	Yes	Unsure	I would recommend this agency as a learning environment for other social work students.	
Comment:				
No	Yes	Unsure	I would recommend my field instructor to other students.	
Comment:				

Please answer the following questions:

1. Please comment about the quality of the field supervision you received from the agency-based field instructor. *Please address how frequently this occurred in your answer.*
2. Please comment about the quality of the agency environment as a field placement for students:
3. Please comment about the quality of the placement process (placement procedures, pre-placement interviews, communication with field professor, orientation, etc.

Appendix F: DEVELOPING A SAFETY PLAN

Work-related violence against social workers is a fact of life. It is pervasive and must be addressed by every school of social work, agency, and individual worker. Violence includes physical assault, verbal assault, harassment, and the threat of assault. Many occurrences of violence can be anticipated, and their impact lessened; some may be prevented entirely. If agencies have well-conceived safety policies and procedures in place, client and worker safety will be maximized and the agency's liability will be minimized.

Listed below is an outline of requirements for developing a comprehensive policy and safety plan. This outline is general. Each agency or private practice must develop specific guidelines that address their unique characteristics. [drawn from [NASWs Guidelines for Social Work Safety in the Workplace](#)]

I. Safety Plan of Action

A written safety plan specific to the function and layout of each agency, or branch or division of an organization must be developed. Both staff input and expert consultation are important in the planning. Each safety plan must be detailed and comprehensive so that all staff members, clinical and non-clinical, know what to do in case of emergency. The plan must be reviewed and practiced on a regular basis if it is to be useful.

A comprehensive safety plan should include:

- How to recognize signs of agitation.
- What to do at first signs of agitation.
- Code words and phrases to signal for help without increasing the client's agitation
- Format for ongoing assessment of a client's level of dangerousness.
- Format for intervention including:
 - When and how to attempt de-escalation.
 - When and how to use non-violent self-defense, physical evasion, force deflection and disengagement skills.
 - When and how to call security or police.
 - When and how to evacuate building.

II. Exterior and Physical Layout

- Maintain and furnish the facility so that it presents an organized, calm and respectful appearance to clients. Pay particular attention to the waiting area.
- Ensure adequate lighting inside and out.
- Be aware of traffic patterns with special attention to where clients can go unescorted. If the location of bathrooms and coffee area allows unescorted clients to walk through the building, be aware of the risks.

- Establish a risk room where potentially violent or agitated clients can be seen. This room should be furnished in a sparse, neutral manner, and located in a centrally located area with ready access to help.
- Evaluate the need for safety equipment including buzzers and alarms in offices.
- Furnish offices to allow a comfortable distance between client and worker and to permit easy exit for both. Eliminate items that may be thrown or used as weapons.
- Routinely inspect exterior and interior layout and all safety equipment to ensure all is in working order.

III. Rules, Regulations and Procedures

- Establish a format for taking a required history of violence as a part of regular intake procedure.
- Establish a format for communicating violent history to staff when current danger exists.
- Ensure adequate staffing at all times; no one should work in a building alone.
- Communicate safety policies to clients, when indicated.
- Orient new students to safety policy and plan.
- Formulate and post a policy re: providing services to clients who carry or have guns and weapons.
- Formulate and post a policy re: providing services to clients who are under the influence of alcohol or drugs.
- Provide ongoing supervision, consultation and training in:
 - Details of the safety policy and plan with regular updates.
 - Assessment of the client's potential to become violent.
 - Treatment and clinical interventions with violent clients.
 - De-escalation techniques.
 - Non-violent self-defense, physical evasion, force deflection and disengagement skills.
 - Tarasoff decision - the duty to warn and protect.
 - Aftermath of client violence.
 - Address institutional practices that unintentionally contribute to client violence.
- Develop a policy on home visits which include:
 - Leaving itinerary with office staff so worker location is known at all times.
 - Phoning the office frequently when in the field.
 - Providing portable phones and other safety equipment.
 - Providing options for escorts: staff or police.
 - Giving permission not to go when risk of violence is high.
- Establish relationships with security and police. Let them know what you do and what you need from them.

- Design a program to address the aftermath of client violence. Address the physical and emotional needs, short and long term, of the assaulted worker, worker's family, coworkers and affected clients as well as a format for debriefing and communicating with all staff following an occurrence of violence.
- Develop a format to address the consequences of violent behavior with the client. Include the effect of the violence on services. Develop a format to determine when and how legal action against the violent client will be taken.
- Log and communicate to staff all work-related occurrences of violence including threats.
- Re-evaluate policies, procedures and training needs following an occurrence of violence.
- Develop a "Risk Assessment" tool and train all staff to use it.

THE BELMONT SOCIAL WORK PROGRAM EXPECTS THAT THE FIELD INSTRUCTOR AND STUDENT WILL REVIEW THE AGENCY SAFETY PLAN AS PART OF THE ORIENTATION PROCESS.