



BELMONT
UNIVERSITY

SCHOOL OF SOCIAL WORK



School of Social Work: Field Manual

Belmont University | August 2023

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INTRODUCTION TO FIELD INSTRUCTION

History

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

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

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

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 designs field education to be a two (2) semester sequence of courses in which the student applies conceptual knowledge gained in a classroom to practice with clients in a social work agency. Supervision of the student is provided by practitioners with either a BSW or MSW. Students complete 225 clock hours of work each semester, for a total of 450 clock hours of field instruction. The educational competencies and policies of field instruction conform to the 2022 Educational Policy and Accreditation Standard (2022 EPAS) of CSWE. (To see the competencies in total, follow [this link](#) .)

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

Mission Statement

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

Program Goals

The goals of the program are:

To prepare students for the beginning level of social work practice who;

- demonstrate competence and effectiveness as generalist practitioners
- are committed to life-long learning
- think strategically
- emerge as leaders
- are influenced by a Christian, liberal arts learning environment
- are guided by the knowledge, skills, values, and ethics of the social work profession

To produce graduates who seek to promote global social and economic justice.

Social Work Generalist Practice

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.*”

Council on Social Work Education Core Competencies

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

CORE COMPETENCY EP 2.1.1 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.

CORE COMPETENCY EP 2.1.2 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.

CORE COMPETENCY EP 2.1.3 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.

CORE COMPETENCY EP 2.1.4 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.

CORE COMPETENCY EP 2.1.5 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.

CORE COMPETENCY EP 2.1.6 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.

CORE COMPETENCY EP 2.1.7 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.

CORE COMPETENCY EP 2.1.8 INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

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

CORE COMPETENCY EP 2.1.9 EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

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

Description of Field Instruction

Field Instruction I

Field Instruction I (SWK 4410) is only available in the fall semester to social work majors who have completed their social work core and foundation courses and have been admitted to field. Preparation for Field Instruction I is typically made during the spring semester of the prior academic year in order that field placements may be arranged, and students may begin their placement during the first full week of the fall semester. Each student is required to complete a total of 225 clock hours. Transfer students may only transfer field courses if those field courses are from an accredited social work program and meet the clock hour requirements. Selection of

agencies is meant to provide assignments that will enable the student to meet the educational competencies of the School of Social Work and Council on Social Work Education. Students are encouraged to collaborate with the Field Director to seek out placements that coincide with their career goals.

Field Instruction II

The social work student enters Field Instruction II (SWK 4420) in the spring semester. Field Instruction II is available only to Social Work majors who have successfully completed SWK 4410 and all other required social work courses, requires a minimum of 225 clock hours.

Integrative Field Seminar

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

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

School Social Work

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

Upon completion of these requirements along with the BSW requirements, the student may submit his/her work to the State of Tennessee Department of Education for a license in School Social Work.

CRITERIA FOR SELECTION OF AGENCIES AND FIELD INSTRUCTORS

Agency Selection

Selection of an agency for field placement requires that the organization used for placement: 1) is recognized in the community as having a social service function, 2) is legally established and has adequate financial support, 3) carries on acceptable social work practice which is in concert with the ethics and philosophical base of social work, 4) is an Equal Opportunity Employer, and

5) that an adequate range and number of learning experiences are available to students in order that they may have the opportunity to demonstrate competence with individuals, families, groups, organizations, and communities.

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

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

Field Instructor Selection

Field instructors who are agency employees are selected jointly by the agency and the Belmont University School of Social Work. In compliance with the 2022 EPAS, BSW students are to receive field supervision from an individual who holds a baccalaureate or master's degree in social work from a CSWE accredited program and who has at least two years of post-social work degree practice experience in social work.

Field instructors' credentials should enable them to design learning opportunities from a social work perspective in order to help the student master the competencies. The Field Instructor will complete any forms required by the Council on Social Work Education (CSWE), the accrediting body. In consultation with the Director of Field Education, a field instructor may delegate specified areas of instruction to another staff member, a task coordinator. However, the field instructor is responsible for relating that instruction to the educational competencies of field instruction, for monitoring and evaluating the student's performance, and for maintaining regularly scheduled conferences with the student.

ROLES AND RESPONSIBILITIES IN FIELD INSTRUCTION

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.

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.

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.
- To apply a grade to the student’s work at the end of the semester.

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:

- 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.
- Hold regular conferences with the student and utilize the competencies in the Student Learning Plan.
- 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.
- The actions possible are: placement in another agency; withdrawal from school and/or the program for one semester; voluntary withdrawal from the Belmont University School of Social Work; dismissal from the Belmont University School of Social Work in accordance with the policies for dismissal outlined in the program handbook.
- 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 University's School of Social Work's educational competencies.

The Student Responsibilities:

- To participate initially with the Field Instructor in examining the educational competencies for field instruction and in selecting tasks and assignments.
- 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.
- To evaluate the field placement in order 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 regards to dress code, background check, agency orientation, and any other professional expectations of the agency.

POLICIES AND PROCEDURES

Planning for Field Instruction

The student is expected to be involved in the planning for field instruction. During the spring semester of the year in which the student is enrolled in SWK 3700, Professional Skills in Social Work, the student is expected to:

- Develop a resume appropriate for a beginning professional.
- Complete Application for Field Instruction (See Appendix for Application for Field Instruction)

To further assist the student in planning for field instruction, students who are enrolled in Professional Skills in Social Work: SWK 3700) have an opportunity to speak with current field students and hear presentations about various field placements. Final field placement decisions for students will be made by the Field Director who must take into consideration the student's goals as well as the agency's ability to meet the standards of the 2022 EPAS.

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 Instruction Grading Policy

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

Grades are determined on the following scale:

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

Appeals Process

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

Student Professional Code of Conduct

Program Expectations: It is expected that students who are in Field Instruction adhere to the Student Professional Code of Conduct as noted below:

Cognitive, Affective and Behavioral Standards

Students demonstrate the ability to:

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

Communication Standards

Students demonstrate the ability to:

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

Agency Expectations: The student in field instruction has the same professional responsibilities as an employed staff member and is expected to follow agency policies and abide by the rules and regulations of the agency. This includes, but is not limited to, the following:

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

Attendance Policy

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

Students are usually entitled to holidays listed on the University calendar which fall on field instruction days if they make the Field Instructor aware of these at the beginning of the semester. This also applies to holidays observed by the agency as well as agency closure due to hazardous weather conditions. However, the student is still required to complete satisfactorily the required 225 clock hours for their particular field instruction before the end of the semester.

Guidelines for Supervision and Evaluating Student Performance

Field 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 of the past 16 week – 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. 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.

Here are 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.

Providing Feedback to Students:

It is extremely important to monitor and evaluate student progress throughout the practicum. In addition to the feedback the Field Instructor provides on a regular basis through supervision meetings, some additional mechanisms have been established to more formally evaluate student progress on an ongoing basis. These include:

1. Initial Learning Plan (developed at the beginning of the student's practicum)
2. Site visits (conducted by the Field Director once per semester)
3. Spring semester Learning Plan revision
4. End of semester evaluations (Fall and Spring). 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 above feedback mechanisms are required by the School and are expected to be completed with the input and review of the student and the Field Instructor.

Disruptions

It is expected that the student will remain in the same practicum for two semesters, unless completing an away/abroad placement in the spring semester. 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. In order 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 replaced in another practicum. This is determined on a case-by-case basis through a student performance review process.

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.

Students with Accommodations

1. Once a student has identified that he/she has a disability and will need accommodations, the student will be referred to the Office of the Dean of Students, located in the Beaman Student Life Center, Suite 200, 615- 460-6407 to work with a specialist on the specific accommodations needed.
2. After receiving confirmation that the student has identified accommodations with the Office of the Dean of Students, the student should provide the Field Director with information regarding the accommodations the student anticipates for practicum.
3. 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.
4. Unless the Field Director is already aware of whether or not the agency would be able to accommodate the student, she will contact the agency and relay the language that has been provided by the student or Dean of Students Office regarding accommodations, to assess with the agency if they can accommodate the student.
5. 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.
6. An accommodations letter, drafted by the Dean of Students Office 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 Employment at the Field Site

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 nine social work competencies at a 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. If a student becomes unemployed in an organization where field education has co-occurred with employment, they must immediately contact the Field Director in order to make a plan for completion.
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.

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 isn't 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.

1. 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 A for more helpful information about developing a safety plan with your student.

2. 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.

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.

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.*

Title IX Coordinator, Carly Elliott, may be reached at carly.elliott@belmont.edu or TitleIX@Belmont.edu, 615.460.6894, 1900 Belmont Boulevard, Freeman Hall (Third Floor), Nashville, TN 37212. Campus Security is located in Gabhart Student Center. They are open 24 hours a day, 7 days a week, 365 days a year.

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.

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

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 a BSW or MSW to serve as Field Instructor on a continual basis during the student's placement.
3. Provides students with opportunity to become involved in the total agency operation as is appropriate, and refrain from assigning student "busy work" which is not a part of or related to the social work field experience.

4. Encourages contact between the student and the total agency staff to broaden the student's knowledge base to include administration, planning, community interest, research, and other social work methods or interventions which are unique to the agency.
5. Complies with deadlines for the preparation of reports and evaluations needed in evaluating the student's field work performance, utilizing the 2022 EPAS.
6. Permits students the use of agency facilities during the field placement, including adequate space, access to a telephone, access to clerical materials, etc. This should be as appropriate to the student's defined role and tasks and as permitted by the agency's operational standards.
7. Allows students to evaluate their own practice in order to assess their effective use of social work intervention methods.
8. Provides a diversity of social work experiences that include work with individuals, families, groups, communities, and organization utilizing the generalist perspective.
9. Supports the Field Instructor by facilitating the provision of regular and quality supervision meetings with the student.

C. The Student

1. Provides a resume for the placement agency.
2. Accept the responsibilities and rules consistent with the field agency and appropriate to social work practice.
3. Provides their transportation to and from the agency.
4. Keeps a journal throughout the field placement to integrate experiential learning with social work competencies. This journal should follow the format provided by the Field Director.
5. Will be punctual and responsible in their dealing with the field placement, notifying the Field Instructor of illness or tardiness as is necessary.
6. Participates in their performance and field evaluation in the manner Requested by both Field Instructor and Social Work Field Director.
7. Conducts self in a professional manner and in a manner reflecting the NASW Code of Ethics and the Christian orientation of the university.
8. Dresses in a professional manner in accordance with agency policy.
8. 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:

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

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

Student Signature

Date

Agency Field Instructor

Date

Other Agency Representative

Date

Field Director
Belmont University

Date

STUDENT LEARNING PLAN

Student's Name: _____

Placement Semester: __ Fall __ Spring __ Other _____ Year

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

i. Field Instructor: _____

ii. Day and Time: _____

iii. . Format: __ Individual. __ Group __ Both

- b. Secondary Supervision (if relevant)

i. Task

Supervisor _____

ii. Day and Time: _____

iii. 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:

- 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 BSW students. This learning contract should incorporate these competencies and related behaviors that students must demonstrate. The competencies can be found online at: [LINKED HERE](#)

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- **Competency 3:** Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- **Competency 4:** Engage in Practice-Informed Research and Research-Informed Practice
- **Competency 5:** Engage in Policy Practice
- **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities
- **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities
- **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities
- **Competency 9:** Evaluate Practice 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

| |
|--|
| Assignment 1: |
| Competencies: |
| |
| Assignment 2: |
| Competencies: |
| |
| Assignment 3: |
| Competencies: |
| |
| Assignment 4: |
| Competencies: |
| |
| Assignment 5: |
| Competencies: |
| |
| Assignment 6: |
| Competencies: |
| |
| Assignment 7: |
| Competencies: |
| |
| <i>(Add more assignments if appropriate)</i> |
| |
| Additional Field Instructor Comments: |
| |

Student Signature

Date

Field Instructor Signature

Date

Field Director Signature

Date

COMPREHENSIVE STUDENT SKILLS EVALUATION FORM
Belmont University School of Social Work
(To be completed by Field Instructor)

Student Name: _____

Field Instructor: _____

Agency: _____

Course/Semester: _____ Fall 4410 _____ Spring 4420

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 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> |
|---|---|---|

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> |
|---|---|---|

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> |
|---|---|---|

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? (Please refer to assignments on the learning plan.)</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> |
|--|---|---|

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> |
|---|---|---|

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> |
|---|---|---|

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> |
|---|---|---|

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> |
|---|---|---|

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: _____

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

3. Please comment about the quality of the placement process (placement procedures, pre-placement interviews, communication with field professor, orientation, etc.

Appendix I: DESCRIPTION OF SOCIAL WORK COURSES FROM UNIVERSITY CATALOG

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

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

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

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

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

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

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

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

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

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

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

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

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

SWK 3150. School Social Work (3, even years, Fall). A study of current school issues and problems, with emphasis on ways educators, social workers, school psychologists, guidance counselors, students and their families might work toward strengths-based solutions to and prevention of problems within a school culture.

SWK 3210. Social Work Practice I (3, Fall). *Prerequisite: SWK 2000. Open to Social Work Majors only.* An examination of the knowledge, values, and skills basic to the generalist practice of social work. Students utilize an understanding of the social work

process to develop skills in problem-solving with individuals, and families. A videotape experience is provided for skill-building and evaluation opportunities.

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

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

SWK 3350. Mindfulness and Spirituality in Helping Professions (3). An exploration into the study of spiritual formation for the individual in helping professions. Students will examine the importance of acknowledging the spiritual dimension with clients, and others whom they service, and will gain knowledge and skills in the implementation of spiritual and mindfulness practices.

SWK 3700. Professional Skills in Social Work (3, Spring). *Prerequisite: SWK 3210* This course is designed for third year Social Work majors preparing for entrance into their field placements. The course provides an opportunity for students to discern the client populations and agency settings for their field placements. Further, students will be interviewing and securing social work field placements during the course of this class. Additionally, this course focuses on the development of the knowledge and skills of basic interpersonal communication for establishing and maintaining relationships with clients and colleagues, and their ability to apply these communication skills when entering the field of social work. This course will include topics such as: Developing oral and written communication skills, listening and empathy skills, navigating difficult conversations, barriers to effective communication, and inter-professional communication skills.

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

SWK 3820. Social Welfare Policy Issues and Services II (3, Spring). *Prerequisite: SWK 3810.* An examination of the experiences, needs, and responses of people who have

been subjected to institutionalized forms of oppression. Attention is given to the patterns and consequences of discrimination and oppression as they relate to the economic, political, and social welfare systems. Populations include, but are not limited to, those distinguished by age, disablement, sexual orientation, and culture. Students will present their policy analyses at the Belmont Undergraduate Research Symposium.
Gen. Ed. Designation: EL (R – Undergraduate Research).

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

SWK 4410. Field Instruction I (6, Fall). *Prerequisite: SWK 3700 or consent of instructor.* 225 clock hours of field instruction, supervised by a professional social worker in a social service agency, provide the student an opportunity to implement knowledge learned in foundation courses. Emphasis is on developing generalist social work practice skills. Concurrent with a weekly seminar.

SWK 4420. Field Instruction II (6, Spring). *Prerequisite: SWK 4410 or consent of instructor.* 225 clock hours of field instruction, supervised by a professional social worker in a social work setting. This course helps to strengthen the development of the generalist social work and the use of self. A deeper consideration of values and social issues is emphasized. Concurrent with a weekly seminar.

SWK 4015. Senior Seminar (3, Spring). *Co-requisite: SWK 4420.* A course for graduating seniors to demonstrate mastery of the professional social work foundation. Students will reflect upon their educational experience and apply knowledge, values and skills to a wide-range of practice issues. Students will explore the central theme of “What is a Meaningful Life?” in the context of their professional calling as social workers as well as their personal calling to other roles and opportunities. Students will examine the challenges and growth they have experienced at Belmont as well

SWK 4240. Social Work Practice Evaluation (2, Spring). *Co-requisite: SWK 4420.* This course provides students with the knowledge and skills needed to evaluate their own practice and effectiveness of social work service programs within which they work. This course reviews a variety of evaluations designs, methodologies and techniques applicable to evaluating generalist social work practice. Attention is given to the social work practice continuum of problem definition, goal setting, intervention and the evaluation of goal attainment. The social worker’s ethical responsibility to monitor one’s practice, as well as the recognize ethical issues which may arise in the evaluation of practice and in the use of evaluation findings are examined. Students will be expected to review and critique literature relevant to their practice in their field agency and develop an evaluation proposal. They will then collect data in the field, analyze these data and present their results to the class.

Appendix II:
BELMONT UNIVERSITY SCHOOL OF SOCIAL WORK
APPLICATION FOR FIELD INSTRUCTION I and II
SWK 4410, 4420

Name _____ Date _____

Address _____ Belmont email _____

Telephone number _____ Date of Birth _____

Seeking School Social Work Certification? Yes _____ No _____

Number of WELL Core hours Completed by date of application: _____

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

Agencies of Interest: Name the agencies and note what about it interests you (population they serve, macro placement, networking, type of agency, etc.)

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

Background Check: Are there any circumstances in your history (personal or legal) that cause you to be concerned about attaining a field placement or being credentialed following graduation?

Yes _____ No _____ Unsure _____

I, by my signature, understand this application must be submitted to the Field Director no later than February 14, 2024. I further understand the Field Director exercises the final responsibility in identifying acceptable learning experiences for field placements. Placements will be determined on the basis of application submitted, supervision provided by a social worker, individual interviews and available agencies.

Signature of Applicant

Date

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

Field Director

Date

Appendix III: 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.

CONTACT INFORMATION

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