

**UNIVERSITY OF
MONTANA SCHOOL
OF SOCIAL WORK
BSW HANDBOOK
2026-2027**





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The University of Montana

School of Social Work

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Welcome by the Chair of the School of Social Work



Dear BSW Students,

Welcome to the BSW Program at the University of Montana! We are honored you have chosen us for your educational experience and look forward to accompanying you through this journey. I hope you will see what I see as you join our School and that is our dedication to supporting students through the challenges and joys of social work, and our commitment to preparing you to address some of the most pressing social justice issues of our time.

Over the course of your academic journey with us, our committed and experienced faculty will partner with you to develop the knowledge and skills you will translate to a practice dedicated to centering the needs and strengths of those we serve. Our School believes in a teaching/learning framework and as such we look forward to learning from the vast knowledge and experience you and your colleagues bring to this educational space. We hope to facilitate a community of practice where we can learn from one another and experience the power that can come from collective efforts to resist and transform the systems our clients are impacted by.

Finally, we hope that as you move through our program you will witness our School's steadfast commitment to anti-racism, decolonizing and anti-oppressive practice. We look forward to engaging in discussion on these topics and working with you to actualize these commitments into practice!

Again, Welcome!

A handwritten signature in black ink that reads "Sarah Reese". The signature is fluid and cursive, with the first name "Sarah" and last name "Reese" clearly distinguishable.

Sarah Reese, PhD, LCSW
Associate Professor, Chair
School of Social Work

Welcome by the Bachelor of Social Work Director



Dear BSW Students,

I am beyond thrilled to welcome you to the BSW program at the University of Montana. Each of you has made an active decision to join a profession committed to the ongoing pursuit of a world in which human rights are experienced by all people, and where communities have the services and supports to meet the diverse needs of their members. Social work is uniquely positioned among helping professions to recognize how the environments we exist within influence well-being. Further, we are called to respond to this recognition by challenging the systems that create barriers to wellness for those we serve. You will find yourself in many places and at many tables, advocating for change through a professional lens that is essential to achieving the outcomes that communities and organizations seek.

You are setting out on an academic journey in which you will build the knowledge, skills, and values needed to engage in direct practice with individuals and families from varying backgrounds, facilitate support and growth amongst groups of people with shared experiences, and lead change efforts at the local, state, tribal, and federal levels through grassroots organizing, policy work, and research. The road ahead will demand critical self-reflection on your own social positioning, how that influences your social work practice, and how you are experienced by the clients and communities you support. It will challenge you as you learn new theories, dissect research that informs the profession, and apply classroom learning in practice. The road ahead will also be exciting; filled with new opportunities, new relationships, and a new understanding of self as you grow both personally and professionally.

Thank you for entrusting the School of Social Work and broader University of Montana community with these next years together. Each of us looks forward to teaching and learning alongside you.

A handwritten signature in black ink, reading "Laura Guay".

Laura Guay, MSW
Associate Professor,
BSW Director
School of Social Work

School of Social Work Mission Statement

The University of Montana School of Social Work is committed to the transformation of inequitable social structures through the creation and dissemination of knowledge and active preparation of skilled social work practitioners who advance human rights and promote the well-being of individuals, families and communities within Montana, the United States and across the globe.

School of Social Work Anti-Racism Principles

The School of Social Work is committed to living our professional values as detailed by the National Association of Social Workers Code of Ethics. As social workers, we promote social justice through critical inquiry and targeted actions that disrupt systems of oppression. In keeping with these efforts, we have developed a set of anti-racism principles to guide the core functions of our School. We recognize this document to be organic and open to change based upon our evolving understanding of these issues as informed by the voices of Black, Indigenous, and People of Color. Finally, we recognize the important and impactful ways that oppressions overlap and interact with each other. Therefore, our anti-racism practice will take an intersectional approach to systems change (i.e., we will consider how racism, sexism, heterosexism, cisgenderism, ableism, ageism, classism, colonization, and systems of patriarchy interact and use that understanding to create practices, policies, and procedures that eliminate those conditions).

The School of Social Work will use our position, resources, and relationships towards efforts that seek to dismantle systemic racism. To do so, we will:

Develop, improve, and evaluate comprehensive plans to increase the diversity of our School.

Our School will:

- Evaluate recruitment and retention practices to determine the extent to which these efforts result in a representation of Black, Indigenous, People of Color (BIPOC)* faculty and staff that mirrors the demographics of the communities we serve. We will use evaluation findings to create actionable plans that increase diversity.
- Evaluate marketing, recruitment, and retention practices to determine the extent to which these efforts result in the representation of BIPOC students across all programs that mirrors the demographics of our state and nation. We will use evaluation findings to create actionable plans that increase diversity.

Infuse anti-racism/anti-oppressive pedagogy into our curriculum and curriculum delivery.

Our School will:

- Evaluate the extent to which MSW and BSW curriculum includes content on historical and contemporary racism, decolonizing and anti-racist practices. Faculty will work to adopt and expand anti-racism pedagogy across all programs.
- Create classroom environments where white supremacy, white privilege, and other forms of hierarchy can be identified and challenged while maintaining a classroom environment where BIPOC students feel safe and academically challenged.
- Evaluate the extent to which BIPOC students feel they belong and have the opportunity to succeed in our program. We will use information gained through this process to create actionable plans that promote equitable and inclusive spaces.

Actively work to build our anti-racism literacy.

Our School will:

- Build the breadth and depth of knowledge on systemic racism among faculty and staff by participating in yearly anti-racist training and ongoing workshops with particular attention paid to understanding the history of racism in the United States, colonization, white supremacy, contemporary dynamics of race in our country, intersectionality and the role the social work profession has played in systems of oppression. Training content will build over time to ensure continual growth of knowledge.
- Create regular opportunities for faculty to consult on how to respond and disrupt micro-aggressions and moves to innocence that occurs in the classroom where the responsibility of that response is on the instructor and not BIPOC students.

Ensure all formal and informal School policies and procedures are anchored in anti-racist practice.

Our School will:

- Review School policies (internal operations, student handbooks, and informal practices) to determine opportunities to infuse language that results in anti-racist practices.
- Evaluate School finances to determine opportunities to use/repurpose funds for anti-racism initiatives (e.g., marketing to increase BIPOC faculty and student representation, retention efforts focused on supporting BIPOC students, anti-racism materials for curriculum development).
- Create measures and systems of accountability to ensure our anti-racism principles are meaningfully adopted into practice.
- Center the voices of students who identify as Black, Indigenous, and People of Color to inform evaluation and accountability processes.
- Institutionalize restorative justice processes as an option for acknowledging the harm caused in the classroom due to microaggressions, conflict, and other forms of misconduct. Restorative justice provides an opportunity for students, faculty, and staff to come together to explore harm and needs, obligations, and necessary engagement. We will embody restorative justice in all our practices to the extent possible.

Build relationships with the campus and greater Missoula community to support anti-racist initiatives.

Our School will:

- Ensure all practicum placements are committed to anti-racism, anti-oppression, and LGBTQ-affirming practices.
- Develop meaningful connections with BIPOC community organizations on and off campus to support their work in the community. We recognize and honor that the organization would define this support.
- Publicly denounce instances of racism, hate, discrimination, and bias that may occur in the community and across the nation.

*Throughout this document, we use the term Black, Indigenous, People of Color, and the acronym BIPOC. We want to recognize that in using this term, we are combining a number of populations that are distinct, have rich cultures and unique histories, and therefore cannot fully honor the vast complexities of the experience of racism for individual groups. When possible, it's always best to be specific in our use of language informed by the person or groups we refer to. [This resource contributed to our understanding of this topic.](#)

Notice of Student Handbook Changes:

The University of Montana, School of Social Work, reserves the right to implement changes to policies and procedures outlined in this Student Handbook at any time. Students may be notified of these changes by email or other means when necessary.

Program Assessment and Accreditation

The School of Social Work takes its mission of preparing students for BSW and MSW practice very seriously. We are committed to the values-based process of continual self-assessment, soliciting the participation of various constituencies and using assessment findings to improve the program continually.

We employ a range of procedures to ensure an effective, inclusive, comprehensive, varied, and instructive process. The school's assessment plans are based on the following principles:

- Programs continually evaluate themselves relative to their mission and goals.
- Programs continually evaluate themselves relative to the Core Competencies and Practice Behaviors necessary for the profession and required by schools accredited by the Council on Social Work Education.
- Program assessment is grounded in and guided by the core values of social work.
- The results of the ongoing evaluative process are instructive regarding program needs, strengths, and improvement.
- Program assessment identifies both what is effective and what could be improved.
- Programs continually identify constituency and workforce roles and issues that graduates are expected to fulfill and address.
- Programs stay abreast of continually shifting and evolving social needs, trends, and issues.
- Students are included as partners in the process of program assessment and continuous improvement.
- Professional social work practice and schools of social work are accountable to clients, agencies, communities, and society, and program assessment works toward ensuring that accountability.
- Program assessment is a model for students about the importance of critical reflection, evaluation, and continuous improvement in all areas of professional practice.
- Program assessment is important within an institutional context and is coordinated with institutional accreditation processes and assessment plans and measures.
- Program assessment reflects a commitment to professional leadership.

The School of Social Work is committed to evaluating itself through high-quality research methodologies that are:

- Varied in terms of the participants and subjects, process, frequency, and purpose.
- Balanced in terms of qualitative and quantitative measures.
- Intentionally designed to utilize mixed methodologies.
- Purposeful in terms of timing and repetition.
- Committed to the participation and involvement of students in terms of input and feedback.
- Committed to the participation and involvement of various constituencies in providing input and feedback.
- Overlapping and integrated so that outcomes are measured in multiple ways over time.
- Consistent with social work best research practices.

Personnel

Dean's Suite Skaggs Building (SB) 340

Matt Fete, Dean, College of Health	SB 344
Jennifer Geist-Quigley, Director of Finance & Operations	SB 340
Donna Beall, Director of Student Services	SB 335
Erika Claxton, Administrative Associate for Student Affairs	SB 341B
Jonathan Neff, Director of IT	SB 213

Chair & Directors Jeannette Rankin Hall

Sarah Reese, PhD, LCSW, Department Chair	JRH 008
Amanda Cahill, MSW, MSW Director	JRH 026
Laura Guay, MSW, BSW Director	JRH 010
Katharina Werner, MSW, LCSW, Director of Field Education	JRH 023
Logan Cook, MSW, LCSW, LAC, MSW In-Person Program Lead	JRH 115

Faculty

Jen Barile, MSW, LCSW	JRH 115
Mary-Ann Bowman, Ph. D., LCSW	JRH 011
Amanda Cahill, MSW	JRH 026
Logan Cook, LCSW, LAC	JRH 115
Deanna Cooper, LCSW	JRH 115
Co Carew, Ph. D., MSW	JRH 110
Sarah Fielding, MSW, LCSW	JRH 109
Laura Guay, MSW	JRH 010
Katie Karas, MSW, LCSW	JRH 021
Hannah Knipp, Ph. D., LCSW.	JRH 011
Jessica Liddell, Ph. D., MSW, MPH	JRH 012
Jen Molloy, Ph. D., MSW	JRH 116
Phyllis Ngai, Ph.D.	Eck Hall
Ashley Trautman, MSW, JD	JRH 004
Katharina Werner, MSW, LCSW	JRH 023
Sarah Reese, Ph. D., LCSW	JRH 004

Adjunct Faculty

NOTE: Adjunct Faculty will vary from semester to semester. Adjunct faculty may not have an office on campus.

Kaylee Blackwell	Janet Finn	Torrye Hart
Adrienne Bombelles	Jill Dieser	Andi Hoelzel
Melissa Clater	Cynthia Garthwait	Sam Ore
Barbara Cowan	Kerrie Ghenie	Rye Palen
Krystal Diel	Sarah Gillett	Kim Spurzem
Brenda Erdelyi	Alysha Goheen	Elise Watts
Terrance Lafromboise	Jen Floyd	Tess Carlson

Staff

Heidi Holzer	BSW Advisor	JRH 013
Kinsey Webb	MSW Online Program Manager	JRH 004
Tomas Hernandez	Field Ed. & MSW Program Analyst	JRH 009
Neil Carson	Operations & Finance Manager	JRH 004
Hailey Michelson	BSW Distance Support Specialist	JRH 004
Trevor Finney	MSW Online Academic Advisor	JRH 004

Students Rights and Responsibilities

Community Standards

The [Student Conduct Code](#) at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community. This Code describes expected standards of behavior for all students, including academic conduct and general conduct, and it outlines students' rights, responsibilities, and the campus processes for adjudicating alleged violations.

Campus Security Report and Alcohol and Drug Guidelines

The health and safety of students, faculty, staff, and visitors are of paramount concern to the University of Montana-Missoula. Each year the University publishes an [annual report](#) outlining on-campus security and safety information and crime statistics. The report provides important information for security awareness and crime prevention programs, emergency procedures and reporting crimes, plus law enforcement and safety services on campus.

Additionally, the booklet contains the University's policy on sexual assault and information about support services for victims of sexual assault. The booklet also includes information about the University's [drug and alcohol policy](#), programs and support services for substance abuse, and risk management guidelines for University-related events.

The booklet is available by calling the University of Montana Police Department at (406) 243-6131 or the Office of Student Affairs and Enrollment Management at (406) 243-5225.

Plagiarism and Misuse of AI

Plagiarism in any form (coursework and/or research) will be considered a serious offense. Plagiarism has been traditionally defined as “representing another person’s words, ideas, data, or materials as one’s own or the student’s own previous work as if it were the student’s own original work” (University of Montana Student Code of Conduct, p. 4). In this program, plagiarism also includes use of an Artificial Intelligence content generator (such as ChatGPT) to complete coursework without proper attribution or authorization. While we don’t yet know the full impact of generative AI, and while we acknowledge that there could be some ways it can support learning, we disagree with any use that allows students to sidestep the careful work of developing skills in critical personal reflection, clinical reasoning, and professional capacity. If you are unsure about whether something may be plagiarism or academic dishonesty, please contact your instructor to discuss the issue.

AI at UM

Our AI Commitment: The University of Montana’s foundational approach to artificial intelligence, rooted in human learning, creativity and community flourishing. [For more information visit AI at UM.](#)

Student Complaint Procedures

Under the terms of the faculty-administration contract at the University of Montana-Missoula, there is a formal procedure for students who have a complaint against a faculty member or an administrator. The handbook for resolving complaints against faculty and administration is available from the ASUM office and outlines the steps to be taken to pursue grievances. The ASUM Student Resolution Officer is available to answer questions about procedures and to serve student concerns. Time restrictions are important in the

process so students should review procedures immediately if they feel they may have a complaint.

Family Educational Rights and Privacy Act (FERPA)

Consistent with the provisions of the Family Educational Rights and Privacy Act of 1974 and University policy, every person who is or has been a student at this University, and the parents of students under 18 who are not taking postsecondary courses, have the following rights:

- Upon completion of the appropriate request form and submission thereof to the person responsible for the custody and maintenance of the records, a student has the right to inspect and review within 45 days from the date of initial request that portion of any official record which directly relates to the requesting student and to have a copy thereof upon payment of the cost of the copy. An "official record" is any record intended to be used for "school use" or to be available to parties outside the school or school system, specifically including but not necessarily limited to identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns.

The right of inspection and review shall not extend to psychiatric, medical, or counseling records which are intended for personal diagnostic or treatment purposes only. Neither does the right extend retroactively to items of record previously obtained with assurances that confidentiality would be maintained.

With regard to such confidential items, the student has the option of both waiving the right of inspection and review and having those items retained as a part of the record, or of requesting that such confidential items be removed from the student's record and returned to the source or destroyed.

- The right to a hearing before the Student Court to delete any portion of any record which is inaccurate, misleading or inappropriate. Discrepancies should first be brought to the attention of those responsible for maintaining the records so they may have an opportunity to cure any defects. To the extent defects are not cured, upon request a hearing may be initiated by a written request from the student delivered to the Office of the Vice President for Student Affairs. The matter before the Student Court will be the question of the accuracy or appropriateness of the record itself and will not be extended to questions of the judgment of those who contributed to the record. The court will consider (1) whether the record accurately reflects matters intended to be contained here. (2) whether the record is misleading because in its present form it would lead a reasonable person to an incorrect conclusion, or (3) whether matters within the record are inappropriate because the record does not usually or should not reasonably contain such matters as those in question. Upon appropriate determination of the court, any such matters may be ordered deleted from the record.
- The right to have education records or personally identifiable information from education records kept confidential and not released to third parties without the written consent of the student, except for release to the following:
 - University personnel for legitimate purposes and to the extent required in the ordinary course of the performance of their duties.

- Authorized representatives of (a) the Comptroller General of the United States, (b) the Secretary, (c) an administrative head of an education agency, or (d) state educational authorities having access to student or other records which may be necessary in connection with the audit and evaluation of federally supported education programs, or in connection with the enforcement of the federal legal requirements which relate to such programs. Provided, that, except when collection of personally identifiable data is specifically authorized by federal law any data collected by such officials with respect to individual students shall not include information (including Social Security numbers) which would permit the personal identification of such students and their parents after the data so obtained has been collected.
 - In compliance with judicial order or any lawfully issued subpoena upon condition that the student is notified of compliance.
 - In connection with a student's application for or receipt of financial aid.
- The right to refuse to permit the designation of any or all categories of personally identifiable information as "directory information" which is not subject to the above restrictions. the University of Montana-Missoula has defined the following as directory information: student's name, addresses including e-mail, telephone number, date of birth, dates of attendance, date of graduation and degree received, school or college, majors, class, student identification photo, and academic awards or honors. Any student wishing to exercise this right must inform the University Registrar in writing within two weeks after the start of classes of any personally identifiable information which is not to be designated as directory information with respect to that student in that academic year.
 - The right to have available for inspection by the student a written form signed by any representative of the Comptroller General of the United States, the Secretary, or any administrative head of an education agency who requested and was granted access to the records which states the legitimate educational or other interest that each such person had in requesting access to that particular record.
 - The right to have personal student records transferred to third parties only on condition that such parties will not permit any other party to have access to such information without the written consent of the student. All student records transferred to third parties shall have printed or stamped thereon: "No other person may have access to this information without written consent of the student."

Equal Opportunity

The University of Montana is committed to creating learning and working environments free from discrimination, harassment (including sexual harassment), and retaliation. These environments are essential to ensuring that all students, faculty, and staff can fully participate in the University's academic, professional, and social life.

Statement of Law

Equal opportunity laws and orders applicable to the University of Montana-Missoula include, but are not limited to, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Rehabilitation Act of 1973, Vietnam Era Veterans Readjustment Act of 1974, Executive Order 11246, Civil Rights Restoration Act of 1988, Montana Fair Practices Act of 1974, The Americans with Disabilities Act, and the Montana Nondiscrimination by State and Local Government Act of 1975.

It is illegal in the State of Montana to discriminate against anyone because of race, religion, color, political ideas, age, marital status, sex, mental or physical disability, national origin or ancestry in employment, training, public accommodations, financing, education and government services. With the exception of marital status, this also applies to housing.

Discrimination Grievance Procedure

*Note: Complaints must be filed within 60 days of the alleged discrimination if filing with the University Discrimination Grievance Officer and within 180 days if filing with the Montana Human Rights Bureau.

The University of Montana-Missoula has established a discrimination grievance procedure for employees, students, and applicants for employment or admission who claim to have been unlawfully discriminated against because of any University regulation, policy, practice or the official action of any University employee.

The University is prohibited from retaliating against an individual who has made charges, testified, assisted or participated in any way in any proceeding, investigation or hearing in regard to the violations or alleged violations of laws or orders requiring equal educational and/or employment opportunity.

For more information, or if you believe you have been discriminated against, please visit the [Office of Conflict, Resolution & Policy](#) website. Students may also contact the [Montana Human Rights Bureau](#).

Access to Accommodations

The University of Montana and School of Social Work faculty and staff are committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations and student support services. We recognize that students with or without a documented disability may have trouble participating or effectively demonstrating learning in a course. The university provides and coordinates support services to maximize students' educational potential and develop their independence to the fullest extent possible. All disability related information is confidential, and it is the student's decision to share this information with individual faculty members.

Overview of Process: Students that think they may have a disability adversely affecting their academic performance must connect with ODE and [follow the outlined steps to register with the office](#). Once ODE approves academic accommodations, students connect with their professors to discuss how those accommodations will be implemented in each course. Students may decide if they want to share their accommodations with professors, however accommodations cannot be retroactively applied. When students select to notify faculty, it then is their responsibility to [submit a semester request](#) in the ODE portal, which will then be transmitted to the relevant instructor for review and approval. It is not enough to simply share the letter of accommodations with each professor, and it is the student's responsibility to make arrangements for specific accommodations with each professor for each course. Students are also responsible for renewing their eligibility each semester. The ODE office is located in Aber Hall, 1st Floor, and can be reached at ode@umontana.edu or 406-243-2243. Students can also visit the [Accessibility website](#) for a complete list of resources.

Resources, Services and Organizations

There are a number of resources available to students. The table below provides links for some of these resources. For a full listing of resources available to students, refer to the [MY UM for Students](#) website.

[ASUM Legal Services](#)

[Experiential Learning and Career Services](#)

[Curry Health Center](#)

[Office for Disability Equity](#)

[Global Engagement Office](#)

[Mansfield Library](#)

[NASW- Student Membership](#)

[Office for Student Success](#)

[American Indian Student Services](#)

[Student Advocacy Resource Center
\(SARC\)](#)

[Information Technology](#)

[Writing and Public Speaking Center](#)

[Student Financial Services](#)

[Office of the Registrar](#)

[Tribal Outreach Specialist – Karla Bird](#)

Bachelor of Social Work Program

Program Overview

Our BSW curriculum is embedded in a liberal arts foundation. It is based on the premise that effective practice must address issues and problems at multiple levels utilizing a variety of theoretical frameworks, intervention models, and techniques. The School of Social Work educates its BSW students on generalist social work practice that reflects the values and goals for professionals found in the NASW Code of Ethics. Our graduates have the skills to work effectively and ethically with individuals, groups, families, organizations, and communities. Further, students are trained to recognize the cultural contexts that shape and condition social problems and draw on the strengths that individuals, families, groups, and communities bring to problem resolution. By learning an ecological and strengths-based practice perspective, students will develop an understanding of complex human issues and social problems. Further, students will acquire the skills to practice with diverse groups of clients and utilize a range of approaches suited to an array of client and community needs.

The University of Montana, School of Social Work, offers an in-person BSW Program and a 2+2 Distance BSW Program. The 2+2 BSW Program is a partnership with ten different tribal and rural colleges across Montana, and allows for students with an Associate of Arts Degree to finish their Bachelor of degree through the University of Montana . This program offers the opportunity for students to remain in their home community while earning their Bachelor's Degree. The coursework and practicum requirements for both programs are the same. Please reference the individual college pre-advising forms in Appendix A to see which classes are prerequisites.

The colleges UMSSW is currently in agreement with are:

Partnering Colleges:

- Aaniiih Nakoda College
- Blackfeet Community College
- Chief Dull Knife College
- Flathead Valley Community College
- Fort Peck Community College
- Great Falls College
- Helena Community College
- Stone Child College
- Butte Highlands College
- Mile Community College

****Students can take some courses at their tribal or community college through a consortium agreement.**

BSW Program Mission Statement

The mission of the University of Montana BSW Program is to prepare generalist social workers, grounded in a person-in-environment perspective and informed by scientific inquiry, to practice at multiple levels and assume a variety of social work roles. Social work students will gain the knowledge and skills to address individual well-being and social issues, promoting and advocating for social, economic, environmental, racial, and reproductive justice in local, rural, national, and global contexts. The program educates students to be ethical, reflective, collaborative, and innovative; to respect human diversity and relationships; and to promote cultural safety. Graduates will engage in research-informed, anti-racist, and anti-oppressive practice to promote the dignity, rights, and well-being of others, and contribute toward a more just and humane world.

The University of Montana BSW Program prepares generalist social work practitioners who:

- Possess the requisite ethical, knowledge, and skill base for effective generalist social work practice that requires critical thinking and a variety of professional perspectives, theoretical foundations, and evidence-informed approaches.
- Enhance the social functioning and quality of life of individuals, families, groups, organizations, and communities.
- Hold a strengths-based, anti-racist, and anti-oppressive perspective and serve diverse, underserved, and marginalized populations with a commitment to human rights and social, racial, economic, environmental, and reproductive justice.
- Commit to career-long professional development to enhance effectiveness of social work practice.
- Base their practice on the core values of the profession, including service, social justice, dignity and worth of the person, importance of human relationships, integrity, competency, human rights, and scientific inquiry.

Council on Social Work Education

The University of Montana School of Social Work BSW Program is accredited by the Council on Social Work Education (CSWE). The program has demonstrated efficacy in providing educational and field practice experiences that build competencies in accordance with CSWE accreditation standards:

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

Advising

The University of Montana, School of Social Work, utilizes the Advisor/Faculty Mentor model to ensure students have support to succeed in their academic careers. Students will be assigned both a **Professional Academic Advisor** and a **Faculty Mentor**. The expectations of the Advisor, Mentor, and Student within this model are described below:

- The Professional Academic Advisor helps develop general education and social work pathways for student success, including assisting the student with a four-year plan for their major and identified minors or other special programs. Advisors help troubleshoot issues with registration, provide PIN numbers, and audit graduation applications. Contact advisors at sw.advising@umontana.edu
- The Faculty Mentor is intended to align with your interests and provide support with identified or developing academic and career goals. Students are provided opportunities to meet and select a preferred mentor early in their BSW program. It is suggested that students meet with their Faculty Mentor once a semester.

Students are provided resources to increase literacy in the advising process. These include [Navigate](#), Degree Works (found in [Griz Portal](#)), [Course Search](#) tool, and the [Course Catalog](#). Students are the center of the advising process and should come to advising and mentoring sessions with questions, ideas, and identified goals or areas of inquiry. All students, including 2+2 BSW Students, must utilize Degree Works to ensure they meet UM's overall requirements for a [Bachelor's Degree](#).

Curriculum and Degree Path

Social Work is a competency-based profession. Each course is carefully designed to ensure that students have the opportunity to learn skills, perspectives, and theories required of today's social workers. Additionally, we ensure that students learn to think critically about their work, about the diversity of human needs and conditions they will encounter and have an opportunity to practice what they have learned in a supervised setting. With the passage of legislative action in 2019, students who earn a BSW may pursue licensure with the [State of Montana Board of Behavioral Health](#).

Required Course Work

To prepare BSW students for entry-level practice, the School of Social Work has designed a comprehensive, challenging curriculum accredited by the Council on Social Work Education (CSWE).

- The curriculum is designed sequentially to scaffold the foundations and skill sets required to demonstrate proficiency in CSWE competencies.
- To take these courses out of sequence, students must seek a recommendation from their advisor and approval from the BSW Director.
- Students who fail to pass a core curriculum course may be required to participate in a Student Support and Accountability Plan during the subsequent and/or semester in which they retake the course. These plans are developed with the student to encourage academic success and increased professional readiness for social work practice.
- Students who fail to pass a core curriculum course twice, may be required to pause their social work studies before enrolling again and pending a formal academic review.

100 Introduction to Social Welfare

Credits: 3

Offered: Fall/Spring

Description: Overview of human services, programs and problems in meeting social welfare needs, with emphasis on the complexity of social services and their historical development. Analysis of the value, attitudinal, economic and political factors that condition the provision of these services.

200 Introduction to Social Work Practice

Credits: 3

Offered: Fall/Spring

Prerequisite: SW 100, sophomore standing.

Description: Introduction to social work as a profession, including an examination of goals, guiding philosophy and basic assumptions. Emphasis on a generalist framework of social work practice and the development of beginning analytical and practice skills.

300 Human Behavior and Social Environment

Credits: 3

Offered: Fall

Prerequisite: Admitted into the BSW program via the formal application process.

Description: Using the ecological-social systems framework, the integration of knowledge and concepts from the social and behavioral sciences for analysis and assessment of problems and issues relevant to professional social work practice. Upper-division writing course.

310 Social Welfare Policy and Services

Credits: 3

Offered: Spring

Prerequisite: SW 300

Description: Social welfare history, program planning and analysis with review of selected policies on the national level. Includes international comparisons.

350 Social Work Intervention Methods I

Credits: 3

Offered: Fall

Prerequisite: Admitted into the BSW program via the formal application process..

Description: The study and application of the generalist model of social work practice and related techniques and procedures for the assessment, intervention and prevention of problems in social functioning. Emphasis on individuals and families.

360 Social Work Intervention Methods II

Credits: 3

Offered: Spring

Prerequisite: SW 350.

Description: The study and application of the generalist model of social work practice and related techniques and procedures for the assessment, intervention and prevention of problems in social functioning. Emphasis on groups and communities.

400 Social Work Research

Credits: 3

Offered: Fall

Prerequisite: SW 300

Description: Utilization of social research findings in social work practice. Techniques for the collection and analysis of clinical data. Special emphasis on research methodology for the assessment of practitioner and program effectiveness.

410 Social Work Ethics

Credits: 3

Offered: Spring

Prerequisite: SW 300

Description: Analysis of specific ethical dilemmas from personal, professional and policy perspectives. Focus on ethical issues common to the helping professions and utilizing codes of ethics as guides to decision-making. The relationship between professional ethical issues and the development of social policy

464 Cultural Humility in Social Work Practice: Valuing Diversity

Credits: 3

Offered: Fall

Prerequisite: SW 300.

Description: A required diversity course specific to social work to be offered once or twice per year, depending on need; delivery method will vary to meet student needs.

487 Advanced Practice I

Credits: 2

Offered: Fall

Prerequisite: Approved for practicum placement & SW 300, 310, 350, and 360.

Corequisite: SW 495 (unless completing block practicum placement that has been approved by the Director of Field Education).

Description: Taken concurrent with SW 495 (Field Work Practicum). Supervised field work in public and private agencies and institutions.

488 Advanced Practice II

Credits: 2

Offered: Spring

Prerequisite: Approved for practicum placement & 487

Corequisite: SW 495

Description: Taken concurrent with SW 495 (Field Work Practicum). Supervised field work in public and private agencies and institutions.

495 Field Work Practicum

Credits: 10 (two semesters)

Offered: Fall/Spring

Prerequisite: Approved for practicum placement and SW300, 310, 350, 360

Corequisite: SW 487 or 488

Description: Practicum must be taken over two consecutive semesters for a total of 10 credits. Cumulative grade average of 2.75 overall and a 3.0 grade average for SW 300, 310, 350 and 360 are required.

Supervised field work in public and private agencies and institutions.

Required Extra-Departmental Courses

Please use the [course search](#) tool on The University of Montana website for the most up-to-date information on when these courses are offered.

Colleges collaborating with the 2+2 Distance BSW program have comparable courses agreed upon in Articulation Agreements between UM and collaborating institutions.

BIOB 101N Discover Biology

Credits: 3

Offered: Every term

Description: Contemporary exploration of the organization and complexity of living organisms and the systems in which they live. The central question of biology--the relationship between form and function, acquisition and use of energy, and continuity between generations will be addressed through lectures and laboratory investigations.

or

PSYX 250N Fundamentals of Biological Psychology

Credits: 3

Offered: Every term

Prerequisite: PSYX 100S (PSYC 100S)

Description: Introduction to the relationships between biological structures and mechanisms and their corresponding psychological processes and events. Origins and adaptations of structures and behaviors, as well as the methods used to study these relationships

SW Economics of Poverty

or

ECNS 101S Economic Way of Thinking

Credits: 3

Offered: Fall/Spring

Description: A critical examination of the market mechanism as a social decision-making device to guide the use of a nation's resources. The limitations of these processes are in light of current economic problems such as the rise of large corporations, monopolies, environmental degradation, economic discrimination, and the increasing role of the government. ECNS 201 or 202 may be substituted for this course.

NOTE: ECNS 201 Principles of Microeconomics or ECNS 202 Principles of Macroeconomics can be a substitute for ECNS 101S from distance partnering colleges or transfer students

PSCI 210S Introduction to American Government

Credits: 3

Offered: Every term

Description: Not open to senior-level political science majors except with the consent of the instructor. Constitutional principles, structures, and the political processes of the national government.

2+2 BSW Distance Students from collaborating Tribal Colleges may substitute Tribal and Federal Government classes for this course.

PSYX 100S Introduction to Psychology

Credits: 3

Offered: Every term

Description: Introduction to the scientific study of behavior in humans and animals.

PSYX 330S Developmental Psychology*

Credits: 3

Offered: Every term

Prerequisite: PSYX 100S (PSYC 100S)

Description: An overview of research findings on development from infancy through adolescence, emphasizing application.

and

PSYX 233 Fundamentals of Psychology of Aging*

Credits: 3

Offered: Intermittently

Prerequisite: PSYX 100S (PSYC 100S)

Description: An overview of theories and research findings in the psychology of adulthood and aging.

or

****PSYX 230 Developmental Psychology through Missoula College***

Partnering 2+2 Distance colleges can replace PSYX 230 and 233 if the course is designated as Lifespan.

Credits: 3

Offered: Every term at Missoula College

Prerequisite: PSYX 100S

Description: The study of human physical, cognitive, and psychosocial development throughout life. Content covers major theories, the influence of genetics, and the environment from a chronological aspect. Appropriate for Social Work, Nursing, Addiction Studies, Education, and Psychology.

SOCI 101S Introduction to Sociology

Credits: 3

Offered: Every term

Description: Overview of the principles and concepts used in studying human social interaction, groups, communities, and societies. Required of all majors.

Advising Worksheet for Social Work Majors

The School of Social Work has created an Advising Worksheet to aid students in planning their coursework. Students should meet regularly with their Academic Advisor to ensure they meet all requirements. Please refer to Appendix A.

Admission and Application into BSW Programs

A University of Montana (UM) Social Work major or transfer student wishing to enroll in required social work courses at the Junior or Senior level (i.e., SW 300, 310, 350, 360, 400, 410, 464, 487, 488, 495) must have an approved application before enrolling in these classes. Students must meet the following admission criteria. Failure to do so may result in denial of admission to upper-division courses. Students may reapply once they meet the admission criteria and are encouraged to meet with their advisor to discuss their options. Life experience cannot be substituted for any of these criteria.

1. Overall grade point average (GPA) of 2.75 (or a GPA of 3.0 in the last 30 credits)
2. Completion of SW 100 and SW 200 (or approved equivalents), with a combined GPA of 3.0
3. Completion of 4 of the 7 required extra-departmental courses

All students must submit a completed School of Social Work application no later than June 1st by 11:59pm MST.

Distance and/or transfer students must also complete the University of Montana's general application, which is separate from the application to the School of Social Work.

Distance and/or transfer students must be fully admitted to the University of Montana by August 1st. To meet this deadline, students are encouraged to submit all application materials to the University of Montana by July 15th to ensure adequate processing time. Delayed applications to the University of Montana may result in late financial aid disbursements which may result in students being dropped from courses for non-payment.

Application Steps

Students ready to start 300-level social work courses must take the following steps to apply to the BSW program. Students must be accepted into the BSW program before they can register for 300-level social work courses.

1. Current University of Montana Students must apply to the School of Social Work. Apply using the [Submittable](#) portal as provided in the Admissions section of the BSW website.
Please note students are required to include a resume with their application.
2. 2+2 and transfer students must also apply to the University. Visit the [Admissions website](#) or contact the BSW Advisor for more information. Distance students must be fully admitted to the University of Montana by August 1st. To meet this deadline, students are encouraged to submit all application materials to the University of Montana by July 15th to ensure adequate processing time. Students are responsible for ensuring all application materials are submitted including official transcripts.

Applications will be reviewed after final grades for spring semester have been posted to transcripts. Students will be notified of the outcome of their application via email no later than July 1st.

Provisional Acceptance

Students who do not meet the admission requirements may be provisionally accepted to the program. A provisional acceptance will be communicated in writing and include the academic requirements that must be accomplished within a specific amount of time. Once these requirements have been met, the student will receive notice of their full admittance to the BSW program. The following serve as common examples of when students may be provisionally accepted to the School of Social Work:

- Students are completing SW 100 and/ or SW 200 during the summer semester in which they applied to the program.
- Students have completed fewer than 4 of the 7 required pre-requisites.
- Students do not meet the cumulative or social work GPA requirements

If students do not accomplish the academic requirements provided in their provisional acceptance letter within the designated time-period, the School of Social Work may implement an academic review meeting in which the following outcomes may occur:

- A Student Support and Accountability Plan (SSAP) is implemented
- A temporary pause in social work courses
- Termination from the School of Social Work program

Distance Admissions Priority – Formal Articulation Agreements

Students matriculating from partnering colleges are given priority application review should distance courses reach seating capacity. The School of Social Work will make every effort to admit qualified students transferring from colleges without an active articulation agreement. All applications received after the June 1st deadline will be reviewed as received. Students meeting program requirements may be accepted or will be placed on a waitlist until Fall registration is finalized. Students placed on the waitlist and who have been fully accepted to the University of Montana will be reviewed based on available seating after August 1st.

Partnering Colleges:

- Aaniiih Nakoda College
- Blackfeet Community College
- Highlands College
- Chief Dull Knife College
- Flathead Valley Community College
- Fort Peck Community College
- Great Falls College
- Helena Community College
- Stone Child College
- Miles Community College

Special Programs & Minors

Students can participate in the special programs and minors listed below. Please visit the UM School of Social Work [Special Programs and Minors](#) webpage for details about these options.

- [Human & Family Development Minor \(HFD\)](#)
- [Title IV-E Child Welfare Training Partnership](#)
- [International Development Studies Minor \(IDS\)](#)
- [Licensed Addiction Counseling](#)
- [Global Public Health Minor](#)
- [AHEC Scholars](#)
- [Gerontology Programs](#)

Bachelor of Social Work Specific Policies

Professional, Academic and Non-Academic Conduct Policies

Professional Conduct Policies

Cognitive Function

Students must be able to participate fully in classes and practicum, process new information, draw logical inferences, and demonstrate critical thinking and problem-solving skills. They must be able to use and maintain a range of professional records, documents, and record-keeping systems. Students must be free of significant deficits in memory, attention, impulse control, or judgment that interfere with obligations of professional practice.

Communication Skills

Students must demonstrate the ability to communicate effectively and sensitively with other students, colleagues, faculty, staff, clients, and other professionals. Students must demonstrate the ability to express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. Students are expected to develop and demonstrate interpersonal skills necessary for forming professional helping relationships. Students are expected to have sufficient skills in spoken and written English to understand and utilize the content present in the program.

Self-Awareness

Students are expected to develop a critical awareness of their own values, attitudes, beliefs, emotions, and past experiences and the ways they impact thinking, behavior, and relationships. Students must demonstrate the capacity to separate their own values from those of clients, an appreciation for the personal values systems of others, and respect for differences among people. Students must be willing to examine their own behavior and make changes accordingly if it interferes with their capacity to work effectively with peers, clients, and other professionals.

Appropriate Personal and Professional Conduct

Students are expected to meet generally accepted standards of professional conduct, personal integrity, and emotional stability required for professional practice. They are expected to form professional relationships and set appropriate, culturally sensitive, professional boundaries with clients, colleagues, faculty, and others students. Students are expected to demonstrate the emotional and mental capacities to cope with the stress inherent in social work. Students must not allow personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional responsibilities and relationships. Students are expected to seek and use appropriate help for personal, emotional, or medical problems that interfere with professional or academic performance, compromise judgment, or place at risk the best interests of those to whom one has professional responsibility. Disruptive behavior toward colleagues, clients, faculty, staff, or fellow students will not be tolerated.

Professional Commitment

Students are expected to demonstrate knowledge of and commitment to the goals of social work and to the ethical standards of the profession as outlined in the Code of Ethics. They must develop and demonstrate the ability to apply ethical principles and processes for ethical decision-making in practice. Students are expected to engage in practice that promotes social justice and challenges discrimination based on race, ethnicity, national origin, gender expression, sexual orientation, age, class, marital status, political belief, religion, or ability. Students are expected to protect the rights and honor the integrity and worth of all persons.

Empathy

Students must seek to comprehend another individual's way of life and values. Students must be able to communicate this empathy and support to the client as a basis for a productive professional relationship.

Ability to Receive and Utilize Feedback

Students must demonstrate the ability to receive feedback from faculty and agency supervisors and utilize feedback to enhance professional development. At times this means changing behavior or patterns that can impede professional conduct. Students are expected to develop and demonstrate skills in providing feedback to others.

Knowledge Base for Social Work Practice

The professional activities of social work must be grounded in relevant theoretical knowledge and research. This includes knowledge and skills of engagement, assessment, and co-learning, planning and intervention, critical reflection, evaluation, and transition. Students are expected to develop and demonstrate knowledge and skills appropriate to BSW or MSW practice.

Presence

Students must demonstrate their presence in the program through attendance and participation in their course work.

Academic Standards

Social Work students are expected to maintain the following academic standards:

- Overall GPA (including transfer credits) of 2.75 or 3.0 in the last 45 credits.
- A cumulative GPA of 3.0 in required social work courses: SW 100, 200, 300, 310, 350, 360, 400, 464, 487 and 488.
- Successful completion of practicum (SW495).

Repeated Attempts of Core Social Work Courses

A student who has twice enrolled but not completed core social work courses, SW 300, 310, 350, 360, 400, 410, 464, 487, 488 with the required passing grade is automatically placed on probationary status in the BSW program and may not enroll for a third time without approval by the BSW Director and the instructor of record. A Student Support and Accountability Plan (SSAP) may be initiated to support the student's educational goals and ensure progress towards and compliance with program requirements after the first unsuccessful attempt at a core curriculum course.

Policies for Review of Student Performance

Student Support and Accountability efforts are in place to identify, address, and remedy issues that could negatively impact a student's ability to succeed in the helping profession. In the case a student cannot maintain the standards detailed in the Bachelor of Social Work section of the UM School of Social Work Student Handbook (Policies Regarding Professional, Academic, and Non-Academic Conduct), then the following preventative Student Support sequence may be implemented:

- The student will receive written notification from a relevant faculty member, Advisor, Practicum Field Liaison, Distance Student Support staff, or the BSW Director.
- This notification will document the faculty or staff member's concerns and any noted behavior patterns previously discussed with the student.
- The student will meet individually with the assigned faculty and/or staff to develop a documented plan for remediation, with a copy provided to the BSW Director.
- If the pattern of concern continues, or warrants more formal attention, a Student Support and Accountability meeting will be scheduled by the BSW Director and include the student, BSW advisor, distance support specialist, and relevant faculty. During the meeting a Student Support and Accountability Plan will be developed to assist the student and provide clearly delineated areas for improved performance as they relate to professional behaviors and competencies.

A student's refusal to engage in the Student Support process, including refusal to meet, refusal to participate in planning, or refusal to sign the student support plan, is grounds for termination from the program. A failure to remedy an area of academic or non-academic conduct by the specified time may result in termination from the School of Social Work.

Student Support and Accountability Plan Policy

A Student Support and Accountability Plan (SSAP) may be initiated for students who are below academic performance standards and/or are not meeting all required non-academic performance standards. The purpose of the SSAP is to address CSWE Accreditation competency-based expectations, reiterate University of Montana policy, and the School of Social Work's expectations, and allow the student the opportunity to demonstrate an ability to meet program requirements.

Selected examples of when an SSAP will be implemented:

- Cumulative Social Work GPA falls below a 3.0
- Student does not receive a passing grade after their second attempt at a social work course or after not passing multiple social work courses
- Behavior is in violation of the UMSSW Essential Skills and Functions
- Pattern of unprofessional behavior toward students, colleagues, faculty, staff, clients, or community members (on campus, in field placement, or in the community)
- Failure to address personal, emotional, medical, or legal challenges that interfere with professional judgment, performance, and responsibilities

Student Support and Accountability Plans require signature by the student, BSW Director, Advisor, and Social Work Chair. Student Support and Accountability Plans will be reviewed to discuss progress towards completion at the conclusion of each semester (Fall, Spring).

Failure to meet agreed upon milestones within the SSAP may result in suspension or dismissal from the program.

As members of the Field Education team, current and prospective Agency Field Instructors may be informed of professional practice concerns that are relevant to a student's practicum experience, including participation in a Student Success Action Plan (SSAP). Such information will be shared only as appropriate to facilitate effective supervision, support student learning and professional development, and help ensure a successful practicum experience.

Termination from the Program

A student may be terminated from the program if they engage in unethical or illegal behavior or is demonstrably deficient in the essential skills and functions required of social work students. The process for termination is described below.

Termination for Academic Reasons

- Failure to meet or maintain academic standards established by the University of Montana and the School of Social Work is automatic and may occur without a review or further procedure.
- Academic misconduct includes cheating, lying, or plagiarism (see [Student Code of Conduct](#)).
- Falsifying academic records or other forms of scholastic dishonesty.

Termination for Non-Academic Reasons

A student may be terminated from the program for non-academic reasons. A student may be terminated from the social work program if they engage in unethical behavior or are demonstrably deficient in the essential skills and functions required of social work students.

- Students enrolled in the program must demonstrate an understanding of and commitment to social work values, principles, and ethics and competency in fundamental skills through their classroom and practicum performance.
- Students must act according to the National Association of Social Workers' Code of Ethics. Students violating the Code of Ethics will be subject to disciplinary action, including low-performance evaluation, removal from the practicum, or dismissal from the program. In some cases, violating the Code of Ethics may place the student liable in a civil or criminal action.
- Students may also be terminated from the program if a personal, emotional, mental, or behavioral problem in any area of the student's life appears to place social work clients, colleagues, or other students at risk of physical or psychological harm. The relevant faculty of UMSSW will make judgments regarding such issues with recommendations for corrective action made to the BSW Director, Social Work Chair, and Dean of the College of Health.

Any of the following behaviors may result in a disciplinary review or termination from the BSW program:

- Behavior judged to violate the NASW Code of Ethics.
- Behavior judged to violate the UMSSW Essential Skills and Functions (signed by the student via Sonia practicum software before entering generalist year practicum).
- Violations of the UM Student Code of Conduct.
- Documented evidence of conviction of a criminal act that is contrary to professional practice, occurring during the course of study, or which occurred before admission to the program and became known after admission.
- Drug/alcohol or other forms of addictive behavior that result in significant impairment.
- Failure to address personal, emotional, medical, or legal problems that interfere with professional judgment, performance, and responsibilities.
- A consistent pattern of unprofessional behavior.

- Disruptive behavior toward students, colleagues, faculty, staff, clients, or community members (on campus, in field placement, or in the community).

The student will be subject to review by the full faculty or by an Ad Hoc Student Review Committee of the Faculty regarding termination from the program.

Additional Program Policies

The School of Social Work has developed the following list of policies and procedures that students are asked to follow in completing their program course work and practicum placement. These policies and procedures include:

Attendance

Regular attendance and engagement in all courses are required. The specific attendance policy for each course will be established by the course instructor. Students can find The University of Montana [Attendance/Absence Policy](#) on the Registrar's website.

Incomplete Grades

Per the [University of Montana's Incomplete Grade Policy](#), it is assumed that students have the responsibility for completing the requirements of the courses in which they are enrolled within the time framework of the semester. A grade of Incomplete (I) may be given when, in the opinion of the instructor, there is a reasonable probability that students can complete the course without retaking it. A mark of incomplete may be assigned students when:

- The student has regularly attended and completed passing work for most of the semester and
- For reasons beyond the student's control and which are acceptable to the instructor, the student has been unable to complete the requirements of the course on time. Negligence and indifference are not acceptable reasons.

Students requesting an incomplete must request the grade with the instructor and determine the materials to be submitted with a completion deadline listed in GrizPortal. Please note, students must complete any incomplete courses prior to the start of the next term.

Students are responsible for discussing any changes with the Financial Aid office to ensure they understand how incompletes or course withdrawals will affect financial aid packages.

Student Concerns and Complaint Procedures

The School of Social Work extends the right of due process to all students. If the nature of the concern is something that affects academic performance, the University of Montana has outlined [steps to take towards resolution](#) under student rights and responsibilities policy. Students with concerns about broader academic policies at UM should contact their [college Dean's Office](#).

Life Experience

The School of Social Work will not grant social work course credit for life experience or previous work experience.

Credit for Other Prior Learning

[Credit for Prior Learning](#) (CPL) refers to the recognition and awarding of academic credit for college-level knowledge and skills gained outside the traditional academic environment. This can include learning acquired

through work experience, military service, professional certifications, independent study and other non-collegiate educational experiences. For more information read procedure 203.30, [Prior Learning Assessment Guidelines](#).

Use of APA Style of Citation

All social work papers and reports are to use the American Psychological Association (APA) editorial styles for citing sources used (i.e., quotations and ideas drawn from books and articles). Individual instructors may vary in their requirements concerning overall format, title pages, etc. The University Bookstore sells the APA Manual of Style.

Online Resources:

- [Purdue Owl](#)
- [Academic Writer Tutorial](#)

School Governance Committees

Students are encouraged to actively participate in the formulation and modification of policies affecting academic and student affairs seeking nomination to available committees (e.g., Dean's Committee, Student Affairs Committee).

Field Education

Director of Field Education Welcome



Welcome BSW Students,

On behalf of the University of Montana School of Social Work, we welcome you to your field education experience. The practicum is often referred to as the signature pedagogy of social work education and as such, it will offer you the following opportunities:

- Integrate classroom experience with actual social work practice
- Develop core competencies and practice behaviors in a field setting
- Develop professional self-awareness and accountability
- Practice social work skills and theories
- Exercise ethical decision-making in the context of social work values and the NASW Code of Ethics

BSW students will be in an agency setting for approximately 15 hours per week for two consecutive semesters in their second year, completing 450 practicum hours. You will have an Agency Field Instructor (AFI) at your practicum site who will serve as your mentor and supervisor. In addition, you will have a UMSSW field liaison who will facilitate your weekly seminar course and serve as the first line of support for all practicum needs.

This manual is designed to provide you with the essential information to ensure your practicum is a successful experience. Please read it thoroughly and pay particular attention to the Essential Skills and Functions and the Problem-Solving Phases. Additionally, I would like to highlight [THIS online resource](#) you might find helpful as you deal with potential field placement anxiety and practicum related stressors.

If you have any questions or concerns as you enter and embrace this process, please do not hesitate to contact me or the Assistant Director for Field Education (BSW Program). We are here to assist you in finding a productive practicum that will offer you a rich learning experience and prepare you for generalist social work practice.

Sincerely,

A handwritten signature in black ink, appearing to read "K. Werner".

Katharina Werner, MSW, LCSW

Director of Field Education / Clinical Associate Professor

School of Social Work

Field Education: Mission, Goals, Core Competencies and Practice Behaviors

CSWE Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

CSWE 2022 Educational Policy & Accreditation Standards: The Nine Social Work Competencies

The following competencies, dimensions, and behaviors inform the learning in practicum for students in their generalist year (year 1). The nine social work competencies are listed in this section. Each competency describes the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, and the descriptions that precede them represent the underlying content and processes that inform the behaviors.

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 that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. 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 take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, 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. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Behaviors - Social Workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 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.

Behaviors - Social Workers:

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

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. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. 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 the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. 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.

Behaviors - Social Workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 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 understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses.

Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. 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.

Behaviors - Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. 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 purpose of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, 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.

Behaviors – Social Workers:

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

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

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.

Behaviors - Social Workers:

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

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 strengths 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.

Behaviors - Social Workers:

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

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.

Behaviors - Social Workers:

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

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.

Behaviors - Social Workers:

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

Student Placement Software - SONIA

The University of Montana School of Social Work utilizes a practicum software program called Sonia. This program will be used by all practicum parties, including students, their agency field instructors, and field liaison (field education program faculty). Students will use Sonia to identify practicum placement options, complete required practicum forms (i.e. the Practicum Proposal Form, learning agreement, etc.) and document hours. Students will receive a Welcome email in the spring prior to starting their summer bridge courses with information on how to log in. Students will also receive email communication throughout the spring and summer and all academic year with instructions for forms/tasks that need to be completed through Sonia. If students have technical issues with Sonia, they should email um.sw.fieldoffice@umontana.edu

Bachelor of Social Work Practicum Policies and Procedures

Overview

Students majoring in social work must complete a supervised practicum of 450 hours. Practicum is taken over two consecutive semesters for 10 credits (five credits per semester). Practicum requirements consist of the following four classes:

- SW 487, Advanced Practice I (2 credits), taken concurrently with
 - SW 495-01, Field Work Practicum I (5 credits)
- SW 488, Advanced Practice II (2 credits) taken concurrently with
 - SW 495-02, Field Work Practicum II (5 credits)

The practicum allows students to integrate classroom learning with direct fieldwork experience. Students in practicum enhance their skills, knowledge and deepen their commitment to social work values and ethics. The practicum is a vital part of social work education and requires careful preparation and planning. Students must meet the following requirements before beginning practicum.

Admission Process

The Director and Assistant Director of Field Education will present information on the application and admission process to SW 350 and 360 classes at midterm, and students are required to attend a mandatory two-hour orientation for the field education process (offered in person and/or via Zoom).

Criteria for Admission

The application will be approved only when the following requirements are met:

- Overall GPA (including transfer credits) of 2.75 or 3.0 in the last 45 credits
- Successful completion with a cumulative GPA of 3.0 in required social work courses: SW 300, 310, 350 and 360
- No incompletes in social work coursework or required extra-departmental courses
- Evidence of personal readiness to begin practicum (appropriate personal conduct, no current drug abuse, self-awareness, and separation of personal issues from professional practice). Evidence of professional readiness to begin practicum (reliability, required practice skills, capacity to handle stress, appropriate professional boundaries, and adherence to the [NASW Code of Ethics](#)).
- Students attend mandatory BSW Field Education Orientation

Submitting Application

- Students submit the BSW Practicum Application, via Sonia, to the practicum office the semester before beginning practicum via Sonia.
- The Field Education Program reviews and approves the application, and students are notified of the decision by email after final grades are in for the semester.
- Please note the practicum application is valid for 12 months only. Reapplication is required if practicum fieldwork is not begun within 12 months of acceptance into practicum.

BSW Practicum Placement Exceptions

All exceptions require pre-approval from the Director of Field Education, advanced planning regarding placement, SW 487 and 488 courses, and required practicum documentation.

Block Practicum Placements

Block placements are an exception to the standard two-semester concurrent practicum placement for BSW students and are allowed only under exceptional circumstances. A block placement may be approved for out-of-town and international placements. If a student decides that a block placement is crucial to graduation status or learning, the first step is to make an appointment with the Director of Field Education to discuss options and review the student's academic transcript. Students must demonstrate professional readiness and apply for approval from the Director of Field Education. Block-placement applications must be turned into the Field Education Office at least two semesters before starting a block practicum. Please refer to the BSW Practicum Forms webpage for a [Request for Block Placement](#).

Out-of-Town Practicum Placements

For campus-based students it is possible to select a practicum site outside Missoula, MT, although such placements require additional planning time. Students interested in an out-of-town practicum placement must meet with the Director of Field Education early to ensure adequate time for arranging such a placement.

International Practicum Placements

Students may also request international practicum placements. Students must plan several semesters ahead as these placements require considerable time to identify and coordinate. Students may need to demonstrate fluency in a foreign language to ensure effective engagement at the proposed practicum agency and with clients. Interested students must submit a block placement application and meet with the Director of Field Education a minimum of two semesters before beginning practicum.

International Block Placement – IE3 Internship Program

The University of Montana is affiliated with the IE3 Global Internship Program, run through Oregon State University, which coordinates professional internships abroad. Kevin Hood is the UM representative to IE3. IE3 offers a well-structured system of site selection and student screening to ensure productive, successful international learning experiences. IE3's focus on professional development fits well with the purpose of the practicum experience. The School of Social Work and the IE3 Program must approve students interested in completing an international block placement. UM tuition is waived for students accepted into the IE3 program. Instead of tuition, students pay a program fee to the IE3 program. Students work in conjunction with the School of Social Work Director of Field Education to arrange social work supervision for the internship. Advanced planning is essential.

Earning independent study credits in conjunction with the block placement may be possible. Students interested in completing an independent study project as part of the block placement should consult with their faculty advisor and the BSW Program Director regarding expectations for the independent study. Please refer to the [IE3](#) website for more information and examples of international professional internships related to social work.

Practicum Selection and Placement

Outreach and Selection of Practicum Site

Upon acceptance to the practicum program, students will receive communication from the Field Education Program about an orientation to the field education process, requirements, and how to start the agency outreach process.

Students will receive extensive support initially and throughout the practicum placement process. Students are considered adult learners and active drivers of the practicum placement and outreach process. Students are expected to engage in professional communication and outreach with all parties involved in the field placement process. The student is responsible for contacting potential agencies, applying, and interviewing for practicum positions. **Any new sites/agencies that have never hosted a UMSSW practicum student need to be reviewed by a member of the Field Education Program to ensure alignment with practicum requirements.**

Once a practicum site is selected and approved, students submit a Practicum Proposal Form (PPF) via their Sonia account informing the Field Education Program about their proposed placement, including agency field instructor information and learning opportunities that align with the ten competencies. Once a practicum site is approved, students must complete final practicum paperwork via their personal Sonia account. This includes submitting the Memorandum of Understanding (MOU), Essential Skills and Functions, and Acknowledgement of Risk Forms. **Students cannot officially start counting practicum hours until the above forms are submitted.**

Practicum Placement Library

In place of the annual Practicum Fair, the School of Social Work maintains a Practicum Placement Library that students can access throughout the placement process. The library includes an Excel spreadsheet listing available practicum sites, agency descriptions, practice level, focus areas, placement type, location and format, contact information, and a playlist of agency introduction videos where available. Students are strongly encouraged to review these resources prior to meeting with the Director of Field Education and to identify agencies of interest for discussion during their placement planning meeting.

Practicum Position and Employment Based Practicum (EBP)

This is an option for students already employed in social or human services organizations supporting their employees' educational pursuits.

Under this option, students use their **current employment position** as their practicum. Activities from the student's employment position must provide opportunities to integrate theory into practice and speak directly to the core competencies and practice behaviors. In other words, job responsibilities and tasks must relate to the core social work competencies. These criteria can also be met by having students take on additional, new, and different opportunities and responsibilities outside the employment position. For example, students take on a completely new and different role within the organization, distinct from their employment position to ensure that social work competencies and practice behaviors are met.

If an employer supports the student to engage in a completely new role/program within the agency, we strongly encourage them to release the employee from some of their job responsibilities to complete their educational practicum hours (e.g., 25 hours are completed in the employee's regular role and 15 hours are completed in the new and separate practicum role). Students approved for this type of EBP may be paid by their employer for their practicum hours (negotiated between student and employer). If an employer can support a student using their current position as their practicum, the student will be paid for their practicum hours.

Requirements for an EBP

MSW students are encouraged to get diverse learning and practice experiences over their two practicum placements, so staying in the same EBP for both years is not an ideal option. However, sometimes students can stay with the same agency but take on a different role that allows for diverse and new learning. In that case, staying at the same agency in an EBP might be an option, although students must submit a separate continuation proposal to the Field Education Program. **Exceptions to EBP policy may be considered by the Director of Field Education on a case-by-case basis when it can be demonstrated that the proposed practicum can provide a unique educational experience in a new program or with a new focus and with a new agency field instructor.**

The student's employer, the University of Montana School of Social Work, and the student will work together to ensure that the following EBP conditions are met:

- The student must be in good academic standing and good standing at their employing agency. Students wanting to complete an EBP must have been employed at least 3 months before requesting an EBP because an unsuccessful probationary period is also likely to disrupt the student's field placement.
- The employment supervisor and BSW or MSW Agency Field instructor (= practicum supervisor) must agree that the student's practicum performance will not influence their employment evaluation.
- The agency must be willing to allow the student/employee to attend classes and have an educationally focused field placement experience.
- The educational opportunities in the place of employment must permit achievement of the 9 social work competencies and skills compatible with the student's social work practice classes and course of study, i.e., Generalist (for BSW and 1st year MSW) or Specialization (for 2nd year MSW)
- Agency Field Instructors for BSW students must have a BSW or MSW from an accredited social work program plus 2 years post social work degree experience. Agency field instructors for MSW students must have an MSW from an accredited social work program and two years of post-MSW work experience.
- The Agency Field Instructor and employment supervisor of a student may be the same person. In such cases, supervision time for field education learning must be separate from supervision time for employment (e.g., separate supervision times each week or 30 minutes focused on work and 30 minutes focused on practicum learning). Our goal is to ensure the role of the student as a learner while engaging in their paid employment position. In other words, the student's role as a student should be prioritized along with their learning and skill development.
- If the agency does not have a qualified social work field instructor on staff, they must arrange for an approved off-site BSW/MSW supervisor to provide the required supervision and designate an on-site task supervisor/ agency field instructor to provide daily oversight and support (e.g., some organizations have board members or volunteers that meet degree requirements and can serve in the outside supervisor role). The Field Education Program is available to brainstorm options.
- Students can only count a **maximum of 20 hours per week** towards practicum hours.
- The agency must be willing to sign the UMSSW Practicum Memorandum of Understanding (MOU) and agree to the EBP-specific requirements of the MOU. The MOU may not be altered or amended unless agreed to by all persons (student, employer, and field education program). Accordingly, if an agency alters the terms of placement without informing the UMSSW Field Education Program, the field faculty will suspend the EBP placement, which will not be resumed unless a revised agreement can be arranged in a timely manner. Any revised agreement must be written and signed by the agency's

Executive Director (or their designee), the student-employee, and the faculty liaison and filed with the Field Education Program.

- The Employment Based Practicum Application must be received by the deadline specified by the Field Education Program. The application requires a letter of support from the agency director/employment supervisor and a current job description. In addition, students applying for an EBP must be able to demonstrate how their employment role offers a new role with new and distinct learning opportunities OR how their current employment role relates to the core social work competencies. Once the application is returned to the Field Office, it will be reviewed, and a response will be given as soon as possible to indicate whether the placement has been approved. A site visit may be required as part of the application review process before determining approval.
- **Employment Based Practicum is not the same as a paid internship** (i.e., a practicum position receiving a small educational stipend or hourly pay for the 15 hours per week a student contributes to their practicum agency). Consequently, paid internships/practicums do not fall under the same requirements as the EBP.

Application and Approval Process

1. EBP information is part of the general Practicum Proposal Form in Sonia. Students submit the PPF, including the EBP info, no later than 8/1.
2. The Field Education Program reviews the PPF and EBP info, follows up with additional questions or concerns, and, if necessary, arranges a meeting with the student, the work supervisor, and the proposed agency field instructor (if different than the work supervisor) to discuss the terms and structure of the placement and assure that all parties understand and approve the educational arrangement.

Termination of EBP

If a student in an Employment Based Practicum is terminated from their employment role, consequently leading to termination of their practicum, the same academic review process will apply as for non-EBP placements (refer to the student handbook). Termination of employment may ultimately lead to a pause in practicum and a delay in a student's graduation timeline.

Practicum Requirements and Policies

Practicum Hours

BSW Students

BSW students are required to complete a total of 450 practicum hours over two academic semesters. This is roughly 225 hours per semester or 15-20 hours per week. The first practicum semester should run concurrently with Advanced Practice I (SW 487) and the second with Advanced Practice II (SW 488) unless the student is in a block placement. If a student fails to pass SW 487 or SW 488, at least 150 practicum hours must be completed along with repeating SW 487 or SW 488.

Qualified Activities

- Tasks and responsibilities assigned by AFI (ideally direct service centered)
- Initial onboarding activities, ongoing training
- Individual/group supervision hours (with AFI or MSW supervisor)
- Agency meetings (staff, clinical, program meetings, etc.)

- Range of external learning activities, e.g., research, advocacy work, visiting other agencies, attending conferences or community meetings
- Synchronous seminar hours qualify *only* if the student attends!
- Travel and on-call hours DO NOT count toward practicum hours!

Tracking Practicum Hours

Students are responsible for tracking practicum hours in Sonia, and for hours to qualify, they must all be approved by the AFI. Hours entered in Sonia will be reviewed by the Director or Assistant Director of Field Education each semester. **Students are asked to submit timesheets once a week in bulk, i.e., 15 hours in one timesheet, versus submitting individual hours. Students cannot count more than 20 hours of practicum each week.**

Scheduling, Vacations, School Breaks, and Absences

Students arrange their practicum schedules with the Practicum Agency Field Instructor. Students are required to maintain a significant presence in the practicum placement throughout the semester and complete the total number of required hours for the semester.

Practicum agencies are not required to work around the university's academic calendar. Students should consider agency and client needs when scheduling school breaks, vacations, and absences.

Setting a schedule that meets student and agency needs at the beginning of the semester is important to avoid conflicts and possible misunderstandings. Students are also responsible for arranging practicum schedules to accommodate required university classes and final exams.

It may be necessary to work evening or weekend hours to maximize the learning opportunities or to meet the needs of the practicum agency. Occasionally, hours may extend beyond the required weekly hours to take advantage of learning opportunities.

If a student is ill or needs to be absent from the agency during scheduled practicum hours, it is the student's responsibility to notify the Practicum Agency Field Instructor to ensure that agency staffing needs are met. If the absence lasts more than two days, the student should notify the faculty. During the practicum, students must inform the Practicum Agency Field Instructor and the Director of Field Education with up-to-date contact information.

Winter and Spring Break

Students are not obligated to continue their practicum hours during the winter or spring break, but they may do so if it fits their schedule, their learning objectives, and the needs of the practicum agency.

Practicum Forms

Students are responsible for submitting the following documents via Sonia before they are allowed to start practicum and count hours:

- Practicum Application
- Practicum Proposal Form (including EBP info if required)
- Memorandum of Understanding of Roles and Responsibilities (MOU)
- Essential Skills and Functions Form
- Acknowledgment of Risk Form

Deadlines for Securing a Practicum and Submitting Forms

Students must secure a practicum by the conclusion of the second week of the fall semester. Submission of all necessary paperwork is due by the close of week two. Should students fail to secure a practicum and submit all required paperwork by the end of the second week, they must withdraw from practicum courses: SW 487, SW 495 (BSW), SW 576, and SW 586 (MSW).

The Learning Agreement, Midyear, and End of Practicum evaluations must be completed and submitted via Sonia by the student, AFI, and the Field Liaison to receive a final grade. Students missing Learning Agreement deadlines repeatedly will be asked to pause their practicum until all parties complete and approve the form.

No grade will be given for practicum without completed paperwork, and students might be asked to pause their practicum until all forms are submitted, including:

- Learning Agreement
- End of Practicum Evaluation
- Regularly entered and approved timesheets

Learning Agreement

The Learning Agreement is developed in collaboration with the student, Agency Field Instructor, and Field Liaison if needed. The BSW and MSW Foundation Learning Agreement addresses generalist practice from an integrated framework. The MSW Generalist Learning Agreement addresses advanced integrated practice. Students are to identify learning objectives and activities that will assist them in reaching the learning goals (see Appendix D).

Changing Practicum Placements

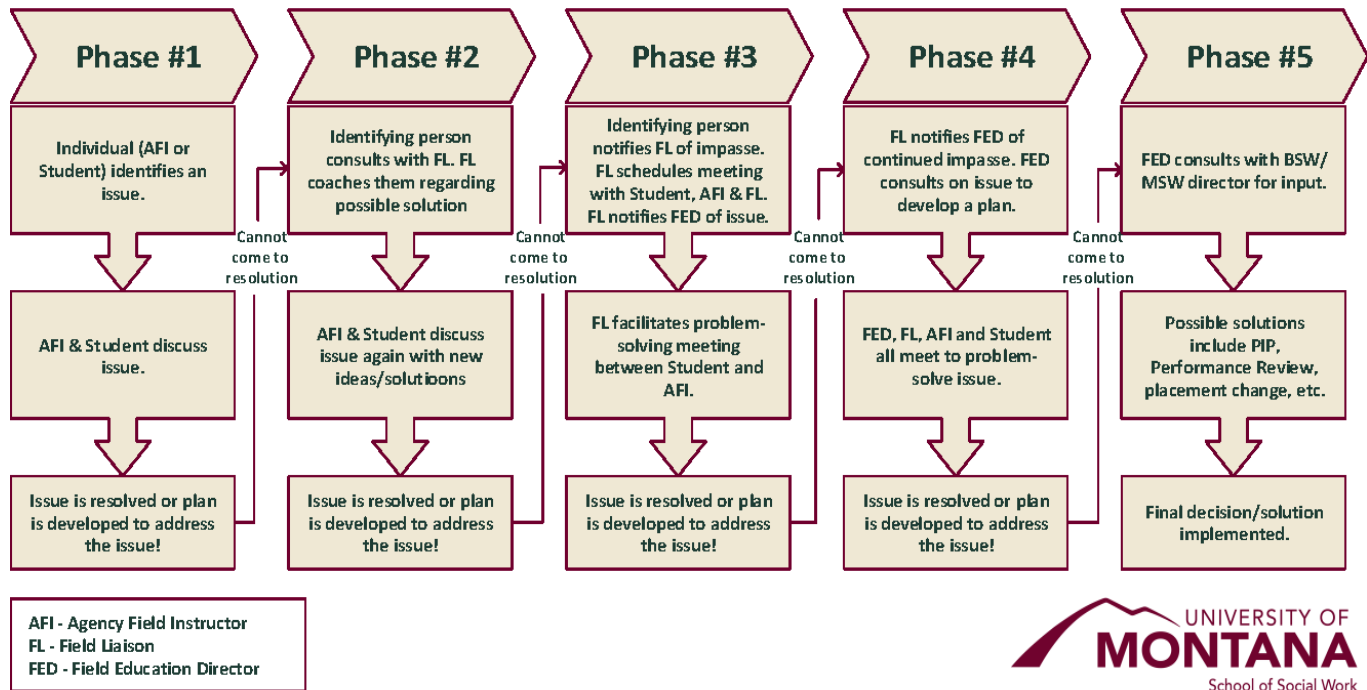
Unless there is an educationally sound reason for a change in placements, students are required to follow through on their professional commitment to the practicum agency and its clients and stay the entire academic year. Practicum change requests will generally not be considered throughout the first term of the placement unless there are ethical or safety concerns at the practicum agency. It takes time to settle into a placement at an organization, and students are asked to be patient with the learning curve that comes with practicum. This includes 1-2 months of onboarding and shadowing which can feel slow to students but is a critical component of laying a solid foundation for more independent practice at the agency during the second half of the practicum. Students are encouraged to utilize their seminar course, field liaison, and regular supervision with their AFI to bring up thoughts and concerns about how things are going, what they might be missing in the experience so far, and how their learning needs are met or what adjustments might have to be made. Your field liaison is a great person to provide additional support and help you brainstorm ways to address the situation appropriately and professionally at your practicum site. The first site visit, which should happen within the first 4-6 weeks of the placement, is a great opportunity to bring up what has been going well so far and what areas of the practicum experience might need some adjustment moving forward.

Students are encouraged to view potential problems at practicum, with AFIs, coworkers, etc., as a learning moment and utilize their support systems and other tools to work through issues. Changes in practicum settings will not be considered without prior attempts at resolving problems or concerns.

The following flowchart outlines the steps students, Agency Field Instructors, and field liaisons should follow when working through a difficult issue:

Problem-Solving Phases in Field Education

We know challenges can arise during field placement experiences and members of the field triad (Student, Agency Field Instructor, Field Liaison) may need guidance to help develop a winning solution. The following flowchart outlines the steps Students, Agency Field Instructors, and Field Liaisons should follow when working through a difficult issue. Whether the issue is brought forward by the Student or Agency Field Instructor, all problem solving will start in Phase #1. While we know that some may require more dialogue and input, we always aim to resolve issues early and not reach the later phases of this process. If and when an issue cannot be resolved by working through the process, Phase #5 may involve a Performance Improvement Plan (PIP), Performance Review, placement changes, and/or other serious actions regarding the student's placement.



Should concerns persist during the first half of the practicum, changes to placement will only be considered by the Field Education Team after completing all the problem-solving phases. The following reasons may prompt these changes:

- Administrative changes within the agency that adversely affect the learning experience.
- A lack of compatibility between the student and the Agency Field Instructor.
- The agency's failure to meet the expected standards for ethical professional practice.
- The agency's inability to provide learning experiences at the MSW level.

Students are required to complete a "[REQUEST TO CHANGE PLACEMENTS](#)" form.

After submitting the request to change placements, students should continue their work with their Field Liaison in their current placement until a decision is reached, or unless they receive written permission from the Director or Assistant Director of Field Education to end their placement. The Field Education Program will assess completed hours and determine how many can count towards the 450 required hours. It's important to note that changing placements during the practicum may delay your practicum and graduation timeline.

Please be aware that students cannot terminate their placement without prior approval from the Director or Assistant Director of Field Education. Self-termination will lead to a performance review and may have consequences that could lead to termination in the program.

Termination of Practicum

An agency may terminate a student from practicum for any of the following reasons:

- Student's failure to adhere to work-related policies (e.g., punctuality, dress code, professional conduct).
- Legal or ethical concerns or violations.
- Student's inability to demonstrate the required knowledge and skills for the practicum.
- Lack of compatibility between the student and the Agency Field Instructor.
- Poor academic performance by the practicum student.
- Lack of professional readiness.

Academic Review and Special Advising Process

An academic review process will be initiated when a student is terminated from practicum due to academic status or misconduct. The School of Social Work Department Chair, the BSW or MSW Program Director, or the Director of Field Education may request an academic review.

- Requests can be made verbally or in written form to the Department Chair.
- The Department Chair will schedule a review meeting and determine attendees.
- The student's faculty advisor may attend the meeting as a support person.
- All participants will be informed of the meeting.
- During the meeting, all participants will present their views.
- The Department Chair will make a final decision based on feedback and recommendations.

The academic review process follows the policies outlined in the BSW/MSW Student Handbook and the University of Montana's academic misconduct policies found in the Student Code of Conduct.

Required Co-requisite Courses

Bachelor of Social Work

Students are required to attend advanced practice courses during both the first and second semesters of their practicum placement. Exceptions to this policy require approval from the Director of Field Education.

These advanced practice courses (SW 487, 488) are offered online. They are designed to help students integrate classroom learning with practicum experiences, focus on professional development, and address challenges in the social work profession. The courses also facilitate peer and instructor feedback on practicum learning experiences.

During advanced practice classes, students must complete a Competency Capstone Project (CCP). The CCP consists of seven assignments over two semesters. It is designed to assist students to focus on their professional growth in social work knowledge, skills, and values and their readiness to work as beginning generalist social workers. And allows students to demonstrate mastery of the Council on Social Work Education's (CSWE) ten Competencies and forty-one Practice Behaviors.

Grades for advanced practice courses are assigned as traditional letter grades. Students must receive a C- or above grade in SW 487 and SW 488 and a CR (credit) grade in SW 495.

Practicum Supervision & Roles and Responsibilities

Practicum supervision is integral to students' professional development as social workers. Students receive weekly supervision from Agency Field Instructors and guidance from Field Liaisons. Key roles and responsibilities include:

Director of Field Education

- Assume responsibility for the overall oversight of direction and coordination of the practicum.
- Oversee screening of student applicants and assess their personal and professional readiness for practicum.
- Oversee assistance of students and agencies in the placement process.
- Provide guidelines for and coordinate the evaluation of the student.
- Provide orientation, training, and ongoing support for Agency Field Instructors.
- Be available to students, agencies, and field liaisons to consult and facilitate student/agency issues.
- Assign the grade for each student's practicum.
- Assume responsibility for removing a student from a placement should that become necessary.
- Conduct site visits as needed.

Assistant Director of Field Education

- Serve in a field liaison role and meet each semester with the student and the Agency Field Instructor **for minimum of two site visits.**
- Assume responsibility with the Agency Field Instructor for the end-of-semester student performance evaluations.
- Assist in orienting new Agency Field Instructors to the School of Social Work curriculum and practicum program.
- Act as a resource person for students regarding questions, resources, and suggestions for learning opportunities.

Agency Field Instructor

- Provide a minimum of one hour per week of direct supervision to the student.
- Orient new students to agency structure and function, student responsibilities, policies and procedures, and commonly used community resources.
- Guide students in developing a Learning Agreement to structure the practicum experience.
- Structure assignments/practicum tasks to help the student learn a broad range of social work interventions common to generalist social work practice (BSW students) and advanced practice opportunities (MSW students).
- In consultation with the student, assign duties and responsibilities of increasing difficulty and challenge as appropriate.
- Provide suitable office space and support staff as available.
- Utilize the student as a learner who will assume numerous responsibilities of benefit to the agency rather than as someone to fill the needs of an understaffed agency.
- Follow policies and procedures outlined in the UM BSW or MSW practicum manual.
- Monitor student performance, providing feedback regularly to the student.
- Complete agency evaluation of the practicum experience at the end of the second semester.

- Provide students with disabilities with reasonable accommodations agreed upon by UM Office for Disability Equity and the Director of Field Education.
- Reimburse students for out-of-pocket expenses incurred in the same manner as agency employees.
- Participate in Agency Field Instructor Training and online Agency Field Supervisor training.

Field Liaison

- Meet each semester with the student and the Agency Field Instructor together.
- Assume responsibility with the Agency Field Instructor for the end of the semester evaluations of the student's performance.
- Assist students in completing the Learning Agreement to structure the practicum experience.
- Assist students in applying and integrating theory into practice.
- Act as a resource person for students regarding questions, resources, and suggestions for learning opportunities.

Outside BSW Supervisor

Students placed in practicum agencies without an on-site BSW supervisor are assigned an Outside BSW Supervisor.

- Provides bi-weekly group supervision to the student.
- Works collaboratively with Field Liaison, AFI, and Director of Field Education.
- Guides students in developing a Learning Agreement to structure the practicum experience.
- Follows procedures outlined in the UM School of Social Work BSW Manual.
- Monitors student performance by providing feedback regularly to the student.
- May contribute to or attend end of semester evaluation.

Expectations of Practicum Students

Practicum students will be expected to:

- Act as adult learners and professionals and communicate effectively throughout the field placement process and practicum experience.
- Read and understand the UM BSW or MSW Practicum manual.
- Complete all paperwork required for practicum, including the Practicum Proposal Form, timesheets, and learning agreements, accessed via the practicum software Sonia.
- Coordinate and attend site visits with the Agency Field Instructor and Field Liaison at least three times over the two semesters.
- Adhere to the NASW Code of Ethics.
- Behave professionally, taking responsibility as an adult learner to understand duties and carry out assignments.
- Make yourself reasonably available for weekly supervision meetings with the Agency Field Instructor.
- Prepare for supervisory meetings by reviewing your Learning Agreement, adhering to deadlines, completing work, and formulating questions about assignments.
- Attend the agency on days and times agreed upon by the student and the agency field instructor, and if unable to attend practicum, will notify Agency Field Instructor as soon as possible.

- Work the required hours to complete a practicum, submit practicum timesheets via Sonia, and abide by agency policies and procedures, including confidentiality.
- Provide proof of professional malpractice insurance and health insurance. While serving in this practicum, the student understands that they are not employees or volunteers of the University of Montana or the Agency. As such, UM and Agency do not provide student workers' compensation insurance coverage. The student understands that they are performing the practicum as part of the BSW or MSW educational program and agrees to maintain health insurance coverage throughout the practicum.
- Discuss any areas of disagreement, dissatisfaction, or confusion regarding any part of the practicum experience with the Agency Field Instructor, Field Liaison, or Field Education faculty.
- Bring to the Field Liaison or Field Education faculty's attention any questionable professional practices within the agency.
- Complete an evaluation of the practicum experience at the end of the semester.

Practicum Evaluation

The practicum program has in place three separate evaluation tools for

1. assessing student performance in the field.
2. gathering agency feedback about the practicum process; and
3. collecting student feedback about the practicum experience.

Student Performance Evaluation

Evaluation of student performance in the practicum is completed at the end of each semester via Sonia. Evaluation forms are found by logging into Sonia and navigating to the Forms tab. Agency Field Instructors can provide qualitative and quantitative feedback and evaluate student performance based on the Learning Agreement with student progress measured against the accomplishment of each practice behavior. It is anticipated that by completing the practicum, students will have been exposed to all the core competencies and practice behaviors. A CR/NCR grade for all practicum credits (fall and spring) is issued at the end of the second practicum semester based on the score received in the second and final evaluation.

Unsatisfactory Practicum Performance

If the student's practicum performance is unsatisfactory, the student or the Agency Field Instructor should immediately notify the Director of Field Education, who will arrange a meeting with the Agency Field Instructor and the student. The purpose of the meeting is to provide the student with pertinent feedback and criteria for improvement. Should the student's practicum performance remain unsatisfactory, the Director of Field Education will contact the BSW or MSW Director for further problem-solving.

End of Semester Evaluations

First End-of-Semester/ Mid-Term Student Performance Evaluation

Near the end of the first semester, the student will arrange and attend a Mid-Year Evaluation meeting with the Agency Field Instructor (AFI) and Field Education Faculty. Prior to the meeting, both the student and the Agency Field Instructor will complete the Mid-Year Evaluation.

The Mid-Year Evaluation is qualitative in nature and provides an opportunity for the student and AFI to reflect on the student's progress, including areas of strength, areas for growth, learning goals for the second semester, use of supervision, and any additional feedback regarding the practicum experience.

Final Student Performance Evaluation

At the end of the practicum, the student will arrange and attend a Final Evaluation meeting with the Agency Field Instructor. Prior to the meeting, the Agency Field Instructor will complete the final evaluation.

The final evaluation includes numerical ratings for each of the social work competencies and practice behaviors, as well as narrative comments regarding the student's overall performance. Practicum performance is evaluated using the following competency rating scale:

- 5: Demonstrates Competency – Student demonstrates competency and a beginning autonomy with this practice behavior in complex situations.
- 4: Emerging Competency – Student demonstrates beginning-level competency with this practice behavior but requires ongoing opportunities to demonstrate mastery.
- 3: Developing Competency with Assistance – Student demonstrates inconsistent competency with this practice behavior and thus requires assistance and/or coaching.
- 2: Minimal Competency – Student rarely demonstrates competency with this practice behavior.
- 1: No Competency – Student does not demonstrate competency with this practice behavior.

The evaluation form automatically calculates the student's total competency score, which is used to determine the Credit/No Credit (CR/NCR) recommendation. Agency Field Instructors are encouraged to provide narrative comments to accompany the competency ratings and overall recommendation.

Field Education Faculty will review the evaluation, competency ratings, narrative feedback, and any documented recommendations before assigning the final practicum grade.

Optional Final Site Visit

Following the Final Evaluation, a closing site visit with the student, Agency Field Instructor, and Field Education Faculty may be scheduled as needed. This meeting is optional and may be requested by the student, the Agency Field Instructor, or Field Education Faculty to address questions, celebrate accomplishments, discuss transition planning, or provide additional support at the conclusion of the practicum.

Evaluation Directions

Agency Field Instructors must meet with their student before completing the online evaluation. Since the evaluation mimics the student's learning agreement and learning activities, it is important that students and agency field instructors consult on the student's progress in each practice behavior. **During the meeting**, we will also review the hours the student has completed to ensure they have been accurately recorded in Sonia. At the end of each semester, the student should have completed approximately 225 hours (totaling 450). Agency Field Instructors will receive instructions on completing these evaluations using Sonia each semester.

Practicum Grades

First semester practicum students receive a letter grade of N indicating the course is in progress, which will be changed when all practicum credits are completed.

A Credit/No Credit (CR/NCR) grade for both semesters of practicum will be issued at the end of the second practicum semester. Students will be rated on a 1 to 5 scale; no basis to judge, no competency, minimal competency, developing competency, emerging competency, and demonstrates competency. The evaluation ratings for all practice behaviors will be averaged for the final score that will determine the grade of Credit or No Credit (equivalent to an F).

If a student has not completed all practicum hours at the end of the second practicum semester, a grade of incomplete will be entered. Incompletes automatically turn into a letter grade of NCR after 12 months. Thus, students have up to one year from the end of the second practicum semester to complete their hours. BSW students wishing to return to complete their degree after a year or more absence will need to register for and repeat SW 487, SW 488, and SW 495 (10 credits).

Agency Evaluation of Practicum Process

The Practicum Agency Field Instructor is strongly encouraged to complete the Evaluation of Practicum Process at the end of the practicum placement. A link to the evaluation, to be submitted online, will be emailed to Agency Field Instructors at the end of the second semester.

Student Evaluation of Practicum Experience

The student is strongly encouraged to complete the Student Evaluation of Practicum form at the end of the practicum placement. A link to the evaluation, to be submitted online, will be emailed to students at the end of the second semester.

Field Education Safety Policies & Procedures

The University of Montana School of Social Work (UMSSW) Field Education Program has adopted the following policies and procedures regarding the safety of social work students in practicum placements. This policy has been created to acknowledge that, at times, certain risks and potential dangers are inherent in professional social work practice. Students in field education settings must pay close attention to their overall safety and be aware of their environment. Dangerous situations and/or threatening behaviors are not always predictable, and direct or indirect incidents may be caused by various factors, including but not limited to stress, frustration, anger, fear, paranoia, chemical imbalance, influence of substances, etc. Professional social workers are tasked to rapidly assess such situations, determine what factors contribute to potentially dangerous behaviors, and then attempt a calm response to ensure a successful intervention and safe outcome.

All social work students are strongly encouraged to familiarize themselves with these policies before starting their practicum placement and to review and discuss policies and procedures with their Agency Field Instructor (AFI) prior to starting direct service work.

POLICY

- The UMSSW is responsible for providing all students, agency field instructors, and field liaisons with general written information about safety in field education settings and practicum placements.
- The UMSSW expects each agency to be responsible for orienting practicum students to the safety policies and procedures of that agency and specific practice contexts. Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), with clients in general and clients prone to violent behavior (including family members or others living in shared residences), and risk reduction guidelines. Security of the personal belongings of the UMSSW practicum student while at the agency should also be covered. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed at the beginning of the placement, with ample opportunity for questions and discussion as needed.
- UMSSW Students should not be required to engage or remain in assignments or placements where they feel physically at risk. The UMSSW urges all agencies to make the same accommodations to ensure students' safety as they make for their agency staff. In some situations, the agency may need to make even greater accommodations for a student. If a student's concerns about safety interfere in whole or in part with the learning process, the field liaison and/or Director of Field Education should be

contacted by the agency field instructor to facilitate prompt exploration of the concerns and to seek a mutually satisfying resolution.

PROCEDURES

- If a student is personally threatened, harassed, or hurt in an incident, it is the student's responsibility to notify the agency field instructor immediately. The agency field instructor, main agency contact, or agency/program director should then contact the Director of Field Education immediately to discuss what actions the agency and UMSSW should take to ensure the student's physical and emotional well-being in the wake of the incident and on an ongoing basis.
- The Director of Field Education will document the incident in the Sonia placement software and the steps to address it. Then, the Director of Field Education will meet with the student and field liaison to assess the student's readiness to return to the field placement and discuss any other relevant issues. As needed, the Director of Field Education may alert the UMSSW Chair about incidents and concerns.

SAFETY GUIDELINES FOR STUDENTS IN THE PRACTICUM

Agency Protocol

It is important for students to know the practicum agency's safety and security protocol for office and home visits with clients prior to the start of the placement. If the agency does not have safety and security policies and/or procedures, the agency field instructor and student should review and discuss any issues related to safety and security in the setting. The UMSSW Field Placement Safety Checklist is a valuable resource (see Appendix H).

UMSSW students are urged to bring their questions and concerns to their agency field instructor and address safety concerns or questions in regular supervision meetings. In addition to maintaining consistent communication about physical and emotional safety in their practicum with their agency field instructors, students are encouraged to discuss this topic with field liaisons and in their practicum seminar courses. The following are guidelines and suggestions that may be helpful to students, agency field instructors, and field liaisons as they consider the particular safety issues in their agency settings and practice context. Specific steps taken by students or agency personnel will have to be determined by the individual situation, the nature of the setting, environmental factors, etc.

Security of Belongings

All students in practicum are expected to have a secure place to keep coats, backpacks, handbags, cell phones, laptops, and other belongings while at placement. It is preferable that the space be one that can be locked and could be in a desk drawer or filing cabinet. Students should not leave bags and other personal articles visible and unattended, even in an office with the door closed. Valuables should not be brought to placement sites. Items of value should not be left in cars and should be placed out of view just prior to leaving a vehicle. Neither the practicum agency nor UMSSW can be responsible for lost, stolen, or damaged personal items.

Safety Issues Related to Working with Clients

When working with clients, it is important to remember that the intervention and/or treatment process often makes people feel vulnerable and may challenge their usual coping mechanisms. For some people, this can contribute to problems with impulse control and raise issues of safety for the client, the social worker, the practicum student, and others. Sometimes, students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling their anger. Some of them may be prone to violence and may possess a weapon. Other clients may be under the influence of drugs or alcohol, in withdrawal from drugs or alcohol, or may have other medical or neurological disorders that impact their behavior. Again, we urge all UMSSW students to consult with

their agency field instructor to prepare adequately for handling specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

Safety Guidelines for Office Meetings

If a student will be meeting with a client with whom the student does not feel safe, it is important for the student to discuss the situation promptly and fully with the agency field instructor. Based on the outcome of this discussion, there may be a decision that a student will not see the client or see the client under specific circumstances or controls. However, if it is decided that a student will see the client, several points should be considered. A client's mental status should be assessed. When considering the location of the meeting, think about what is in the room, whether there is more than one exit, and where each person might sit. It may also be helpful to consider whether to include someone else in the meeting and what to wear. When discussing the appointment time, it can be helpful to consider whether or not many people are around at the time being considered for the meeting. It is also important to discuss the plan for backup and assistance if the client becomes agitated. A student should never see a potentially dangerous client alone without someone in the agency knowing about the client, the appointment time, and the appointment location. Students should keep agency field instructors and, if necessary, other supervisors/ colleagues informed about their schedules at the agencies at all times.

Safety Guidelines for Travel by Car

When a student travels by car to an agency or home visit, it is advisable to know where they are going and look at a map before driving to unfamiliar areas. In general, remember to be alert and to lock doors and close windows. The student should be mindful when transporting clients alone and discuss agency protocol for client transport with their agency field instructor. Students should always tell someone where they are going and when they expect to be away from the office. The agency should have the student's cell phone number or other information when contacting them in an emergency.

Safety Guidelines for Travel by Foot or Public Transportation

When traveling by foot or public transportation, it is advisable that students know where they are going and the route by which they will travel. Students are encouraged to carry the least number of valuables with them as possible. Money, license, keys, and other essentials might be carried in a pocket. If a handbag carried under the arm is grabbed, it is best to let go of it. It is helpful to dress in comfortable clothes that are loose fitting and to wear sturdy, flat walking shoes. It is also helpful to be alert and to walk with a purpose as if one has a clear destination. One should be aware of people in the immediate area.

Safety Guidelines for Home Visits

Becoming familiar with the client's file before the home visit is important. If there is a question of safety, students should plan accordingly with agency field instructors. It might be decided that meeting at a neutral place or going with another worker is the appropriate plan. Someone at the agency should always know the student's itinerary. It is helpful to stay alert and to think about what to wear, which room to meet in, and where to sit. If a student ever feels threatened at any point during the interview, they are encouraged to err on the side of caution and appropriately terminate the visit. If clients feel threatened by the student entering their dwelling, the student should cease and not force the issue. If a student hears a heated argument from inside the house or apartment, the student may decide to re-schedule the visit or call to assess the situation before entering the dwelling. A student should never see a potentially dangerous client alone without someone in the agency knowing about it. In general, a cell phone is very useful for students doing home visits.

Safety Guidelines for Harassment

An additional risk students in practicum settings may experience is harassment by a client, colleague, or supervisor. Harassment may include things like bullying, intimidation, insults, derogatory comments about one's ethnicity or religion, or unwanted sexual advances. Sexual harassment can include threats or demands for sexual interaction to maintain or increase a position or status, but sexual harassment also encompasses a wide range of unwanted attention that contributes to a hostile work environment (Moynan & Wood, 2016). Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile, or offensive work environment (2015, Facts, para. 2). Students should immediately report any concerns to their field liaison and/or Director of Field Education, who will offer additional support and promptly investigate any complaints about hostile environments, such as those caused by sexual harassment. Short and long-term remedies may include anything from working with the field placement site to reassign a client, ensuring that field sites have adequate sexual harassment policies and procedures, or even discontinuing partnerships with field sites that continue to place students in hostile environments because they have been unable to remedy sexual harassment (Moynan & Wood, 2016).

Health Safety

Students should be alerted to the existence of biohazards. To protect themselves from infectious diseases, all students must complete the Six Ways to Protect Yourself from COVID-19 course provided by the World Health Organization and have had the opportunity to read CDC recommendations on personal protective equipment prior to starting practicum.

POST INCIDENT PROTOCOL

If an incident occurs in which a student is personally threatened, harassed, or hurt, the agency field instructor, main agency contact, or agency/program director should contact the Director of Field Education immediately to discuss what actions the agency and School should take to ensure the student's physical and emotional well-being. The Director of Field Education will document the incident in the Sonia placement software and the steps taken to address it. Then, the Director of Field Education will meet with the student and field liaison. They will assess the student's readiness to return to the field and any other relevant issues.

*** The University of Montana School of Social Work thanks Simmons SSW for sharing their safety policy, which was used in developing the UMSSW safety policy.

Field Placement Safety Checklist

Please familiarize yourself with the "[Field Placement Safety Checklist](#)" to ensure you are well-prepared and informed. This checklist is designed to help you navigate various aspects of workplace safety, including understanding the organizational culture and office safety protocols and preparing for home and community client visits. Reviewing and understanding these guidelines will enhance your safety and confidence as you proceed in your fieldwork.

Appendices

Appendix A. Bachelor of Social Work Advising

Revised 12/2018

The University of Montana School of Social Work Undergraduate Advising Worksheet



Student Name:

Student ID:

Credit Requirements

- 120 Total credits are required for a B.A. degree in social work.
- 41 Minimum social work credits required for degree
- 60 Maximum social work credits allowed for B.A. degree.

All courses must have a grade of C- or above and be taken as a traditional letter grade.

Prerequisites are strictly enforced.

<u>Course</u>	<u>Course Name</u>	<u>Credits</u>	<u>Semester</u>	<u>Grade</u>
SW 100	Intro to Social Welfare	3	_____	_____
SW 200	Intro to SW Practice	3	_____	_____

Program Admission Requirements

Completion of SW 100 & SW 200 (with a combined GPA of 3.0) and 4 of the 7 extra-departmental requirements, overall GPA of 2.75, and an approved application is required to enter SW upper division core courses.

<u>Course</u>	<u>Course Name</u>	<u>Credits</u>	<u>Semester</u>	<u>Grade</u>
SW 300	Human Bhvr & Soc Environ	3	_____	_____
SW 350	SW Intervention Methods I	3	_____	_____
SW 360	SW Intervention Methods II	3	_____	_____
SW 310	Soc Welf Policy & Services	3	_____	_____
SW 400	SW Research	3	_____	_____
SW 410	Social Work Ethics	3	_____	_____
SW 464	Cult. Hum. in SW Practice	3	_____	_____

Practicum Admission Requirements

Completion of SW 300, SW 310, SW 350 & SW 360 (with combined GPA of 3.0), overall GPA of 2.75 and an approved Practicum Application is required to enter Practicum courses.

<u>Course</u>	<u>Course Name</u>	<u>Credits</u>	<u>Semester</u>	<u>Grade</u>
SW 487	Advanced Practice I	2	_____	_____
SW 495	Field Work Practicum I	5	_____	_____
SW 488	Advanced Practice II	2	_____	_____
SW 495	Field Work Practicum II	5	_____	_____

Extra Departmental Requirements:

Four of the seven extra-departmental courses must be completed with a grade of C- or above to enter SW classes 300 and above.

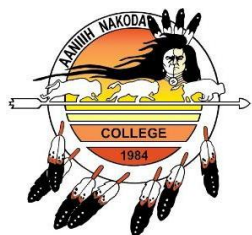
<u>Course</u>	<u>Course Name</u>	<u>Credits</u>	<u>Semester</u>	<u>Grade</u>
1. BIOB 101N or PSYX 250N	Discover Biology Fund. Of Bio Psychology	3	_____	_____
2. ECNS 101S or ECNS 201 or ECNS 202	Economic Way of Thinking Principles of Microeconomics Principles of Macroeconomics	3	_____	_____
3. PSCI 210S	Intro to American Gov.	3	_____	_____
4. PSYX 100S	Intro to Psychology	3	_____	_____
5. PSYX 330S	Developmental Psych	3	_____	_____*
6. PSYX 233S	Fund. of Psych of Aging	3	_____	_____*
7. SOCI 101S	Intro to Sociology	3	_____	_____

* Development psych classes covering lifespan, such as PSYX 230 at the Missoula College, may satisfy both the PSYX 330 and PSYX 233 requirements.

Upper Division Elective Requirement

Social work students are required to take 6 elective credits of upper division (300 or above) courses. These courses can be in any field of study.

<u>Course</u>	<u>Course Name</u>	<u>Credits</u>	<u>Semester</u>	<u>Grade</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____



The University of Montana School of Social Work 2+2 Undergraduate Pre-Advising Worksheet

Aaniiih Nakoda College

Student Name:

Contact Phone # and email:

Requirements:

- ~ 60 credits from ANC
- Associate's degree finished or finished within one year of entering 2+2 Program
- All Social Work pre-requisites
- 4 out of 6 general pre-requisites (all 6 must be finished by graduation from 2+2 BSW Program)
- 2.75 Overall GPA with a 3.0 GPA in your Social Work classes (you can still apply for the program if your GPA requirements aren't met, we may accept you depending on circumstances)

Social Work Pre-Requisites

<u>Course</u>	<u>Course Name</u>	<u>Credits</u>	<u>Semester</u>	<u>Grade</u>
HMS 201	Survey of Human Services	3	_____	_____
HMS 210	Assessment & Case Mgmt	3	_____	_____
HMS 250	Crisis Intervention/Interviewing	3	_____	_____

General Education Pre-Requisites

BIOB 160	Discover Biology (with Lab)	4	_____	_____
ECNS 201	Microeconomics	3	_____	_____
POL 134	American Government	3	_____	_____
OR				
AIS 235	Federal Indian Law			
OR				
AIS 130	Tribal Government			

PSYX 100	Introduction to Psychology	4	_____	_____
PSYX 230	Developmental Psych (Lifespan)	3	_____	_____
SOCI 100	Introduction to Sociology	3	_____	_____



The University of Montana School of Social Work 2+2 Undergraduate Pre-Advising Worksheet

Blackfeet Community College

Student Name:

Contact Phone # and email:

Requirements:

- ~ 60 credits from BCC
- Associate's Degree finished or finished within one year of entering 2+2 Program
- All Social Work pre-requisites
- 4 out of 6 general pre-requisites (all 6 must be finished by graduation from 2+2 BSW Program)
- 2.75 Overall GPA with a 3.0 GPA in your Social Work classes (you can still apply for the program if your GPA requirements aren't met, we may accept you depending on circumstances)

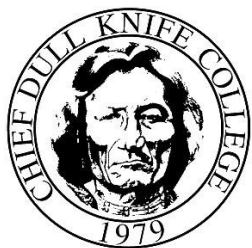
Social Work Pre-Requisites

<u>Course</u>	<u>Course Name</u>	<u>Credits</u>	<u>Semester</u>	<u>Grade</u>
SW 100	Intro to Social Work	3	_____	_____
SW 200	Intro Social Work Practice	3	_____	_____

General Education Pre-Requisites

BIOB 101/102	Discover Biology (with Lab)	4	_____	_____
ECNS 217	Economics of Indian	3	_____	_____
OR				
ECNS 201	Reservation Microeconomics			
OR				
ECNS 202	Macroeconomics			
NASX 276	Federal Indian Policy/Gov't	3	_____	_____
PSYX 100	Introduction to Psychology	4	_____	_____

PSYX 230	Developmental Psych (Lifespan)	3	_____	_____
SOCI 101	Introduction to Sociology	3	_____	_____



The University of Montana School of Social Work 2+2 Undergraduate Pre-Advising Worksheet

Chief Dull Knife College

Student Name:

Contact Phone # and email:

Requirements:

- ~ 60 credits from CDKC
- Associate's Degree finished or finished within one year of entering 2+2 Program
- All Social Work pre-requisites
- 4 out of 6 general pre-requisites (all 6 must be finished by graduation from 2+2 BSW Program)
- 2.75 Overall GPA with a 3.0 GPA in your Social Work classes (you can still apply for the program if your GPA requirements aren't met, we may accept you depending on circumstances)

Social Work Pre-Requisites

<u>Course</u>	<u>Course Name</u>	<u>Credits</u>	<u>Semester</u>	<u>Grade</u>
SS 152	Social Problems/Social Welfare	3	_____	_____
AD 253*	Case Mgmt & Commun. Resources	3	_____	_____

*We will also accept AD 250 **AND** AD 251 in place of AD 253

General Education Pre-Requisites

SC 158	Discover Biology (with Lab)	4	_____	_____
BU 251	Microeconomics	3	_____	_____
OR				
BU 252	Macroeconomics			
PS 160	American Political Systems	3	_____	_____
OR				
NAS 151	Tribal Government			

PY 100	Introduction to Psychology	3	_____	_____
AD 255	Developmental Psych (Lifespan)	3	_____	_____
OR				
ED 155	Developmental Psych (Lifespan)			
SS 151	Introduction to Sociology	3	_____	_____



The University of Montana School of Social Work 2+2 Undergraduate Pre-Advising Worksheet

Flathead Valley Community College

Student Name:

Contact Phone # and email:

Requirements:

- ~ 60 credits from FVCC
- Associate's Degree finished or finished within one year of entering 2+2 Program
- All Social Work pre-requisites
- 4 out of 6 general pre-requisites (all 6 must be finished by graduation from 2+2 BSW Program)
- 2.75 Overall GPA with a 3.0 GPA in your Social Work classes (you can still apply for the program if your GPA requirements aren't met, we may accept you depending on circumstances)

Social Work Pre-Requisites

<u>Course</u>	<u>Course Name</u>	<u>Credits</u>	<u>Semester</u>	<u>Grade</u>
SW 100 *	Introduction Social Welfare	3	_____	_____
SW 200 **	Introduction to SW Practice	3	_____	_____

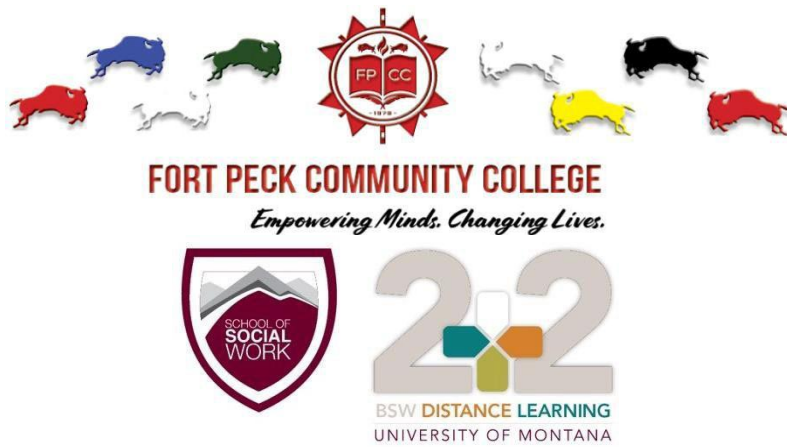
*HS 100A is also acceptable in place of SW 100

**HS 210 AND HS 250 are also acceptable in place of SW 200

General Education Pre-Requisites

BIOB 101NL Discover Biology (with Lab)	4	_____	_____
OR			

BIOB 160	Principles of Living Systems (with lab)			
OR				
PSYX 250	Fund. of Biological Psychology			
ECNS 101B	Economic Way of Thinking	3	_____	_____
OR				
ECNS 201	Microeconomics			
OR				
ECNS 202	Macroeconomics			
PSCI 210B	American Government	3	_____	_____
PSYX 100A	Introduction to Psychology	4	_____	_____
PSYX 230A	Developmental Psych (Lifespan)	3	_____	_____
SOCI 101A	Introduction to Sociology	3	_____	_____



The University of Montana School of Social Work 2+2 Undergraduate Pre-Advising Worksheet

Fort Peck Community College

Student Name:

Contact Phone # and email:

Requirements:

- ~ 60 credits from FPCC
- Associate's Degree finished or finished within one year of entering 2+2 Program
- All Social Work pre-requisites
- 4 out of 7 general pre-requisites (all 7 must be finished by graduation from 2+2 BSW Program)
- 2.75 Overall GPA with a 3.0 GPA in your Social Work classes (you can still apply for the program if your GPA requirements aren't met, we may accept you depending on circumstances)

Social Work Pre-Requisites

<u>Course</u>	<u>Course Name</u>	<u>Credits</u>	<u>Semester</u>	<u>Grade</u>
SW 100	Social Problems/Social Welfare	3	_____	_____
SW 200	Introduction to SW Practice	3	_____	_____

General Education Pre-Requisites

BIOB 160	Princ. Lvng Systm (with Lab)	4	_____	_____
OR				
PSYX 250	Fund. Biological Psychology			

ECNS 201	Microeconomics	3	_____	_____
OR				
ECNS 202	Macroeconomics			
PSCI 210	American Government	3	_____	_____
OR				
NASX 276	Federal Indian Law/Policy			
PSYX 100	Introduction to Psychology	4	_____	_____
PSYX 230	Developmental Psychology	3	_____	_____
PSYX 233	Adult Development/Aging	3	_____	_____
SOCI 101	Introduction to Sociology	3	_____	_____



The University of Montana School of Social Work 2+2 Undergraduate Pre-Advising Worksheet

Great Falls College - MSU

Student Name:

Contact Phone # and email:

Requirements:

- ~ 60 credits from GFC
- Associate's Degree finished or finished within one year of entering 2+2 Program
- All Social Work pre-requisites
- 4 out of 6 general pre-requisites (all 6 must be finished by graduation from 2+2 BSW Program)
- 2.75 Overall GPA with a 3.0 GPA in your Social Work classes (you can still apply for the program if your GPA requirements aren't met, we may accept you depending on circumstances)

Social Work Pre-Requisites

<u>Course</u>	<u>Course Name</u>	<u>Credits</u>	<u>Semester</u>	<u>Grade</u>
SW 100	Intro to Social Welfare	3	_____	_____
SW 200	Intro to Social Work Practice	3	_____	_____

General Education Pre-Requisites

BIOB 101	Discover Biology (w/ Lab)	4	_____	_____
OR				
BIOB 160	Principles of Living Systems (w/ Lab)			
ECNS 201	Microeconomics	3	_____	_____
PSCI 210	Intro American Government	3	_____	_____
PSYX 100	Introduction to Psychology	4	_____	_____
PSYX 230	Human Growth & Development	3	_____	_____



The University of Montana School of Social Work 2+2 Undergraduate Pre-Advising Worksheet

Helena College

Student Name:

Contact Phone # and email:

Requirements:

- ~ 60 credits from HC
- Associate's Degree finished or finished within one year of entering 2+2 Program
- All Social Work pre-requisites
- 4 out of 6 general pre-requisites (all 6 must be finished by graduation from 2+2 BSW Program)
- 2.75 Overall GPA with a 3.0 GPA in your Social Work classes (you can still apply for the program if your GPA requirements aren't met, we may accept you depending on circumstances)

Social Work Pre-Requisites

<u>Course</u>	<u>Course Name</u>	<u>Credits</u>	<u>Semester</u>	<u>Grade</u>
SW 100	Introduction Social Welfare	3	_____	_____
SW 200	Introduction to SW Practice	4	_____	_____

General Education Pre-Requisites

BIOB 101/102	Discover Biology (with Lab)	4	_____	_____
OR				
BIOB 160	Principles of Living Systems (with lab)			

OR

PSYX 250 Fund. of Biological Psychology

ECNS 201 Microeconomics 3

OR

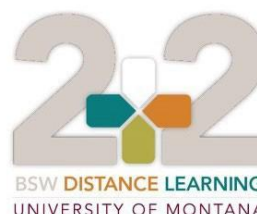
ECNS 202 Macroeconomics

PSCI 210 American Government . 3

PSYX 100 Introduction to Psychology 4

PSYX 230 Developmental Psych (Lifespan) 3

SOCI 101 Introduction to Sociology 3



The University of Montana School of Social Work 2+2 Undergraduate Pre-Advising Worksheet

Miles Community College

Student Name:

Contact Phone # and email:

Requirements:

- ~ 60 credits from MCC
- Associate's Degree finished or finished within one year of entering 2+2 Program
- All Social Work pre-requisites
- 4 out of 6 general pre-requisites (all 6 must be finished by graduation from 2+2 BSW Program)
- 2.75 Overall GPA with a 3.0 GPA in your Social Work classes (you can still apply for the program if your GPA requirements aren't met, we may accept you depending on circumstances)

Social Work Pre-Requisites

<u>Course</u>	<u>Course Name</u>	<u>Credits</u>	<u>Semester</u>	<u>Grade</u>
SW 100	Intro to Social Welfare	3	_____	_____
SW 200	Intro to SW Practice	3	_____	_____

General Education Pre-Requisites

BIOB 101/102 Found. Human Biology (w/ Lab)	4	_____	_____
OR			
BIOB 160/161 Principles of Living Systems			
OR			
BIOH 104/105 Basic Human Biology			
ECNS 201 Princ. Of Microeconomics	3	_____	_____
PSCI 210 Intro American Government .	3	_____	_____
PSYX 100 Introduction to Psychology	4	_____	_____

PSYX 230	Human Growth & Development	3	_____	_____
OR				
EDU 220	Human Growth & Development			
SOCI 101	Introduction to Sociology	3	_____	_____



The University of Montana School of Social Work 2+2 Undergraduate Pre-Advising Worksheet

Montana Tech – Butte Highlands

Student Name:

Contact Phone # and email:

Requirements:

- ~ 60 credits from Butte Highlands
- Associate's Degree finished or finished within one year of entering 2+2 Program
- All Social Work pre-requisites
- 4 out of 7 general pre-requisites (all 7 must be finished by graduation from 2+2 BSW Program)
- 2.75 Overall GPA with a 3.0 GPA in your Social Work classes (you can still apply for the program if your GPA requirements aren't met, we may accept you depending on circumstances)

Social Work Pre-Requisites

<u>Course</u>	<u>Course Name</u>	<u>Credits</u>	<u>Semester</u>	<u>Grade</u>
SW 100*	Intro to Social Welfare	3	_____	_____
CAS 201**	Theories of Counseling	3	_____	_____
AHHS 212**	Behavioral Crisis Management	3	_____	_____

*This class is taken remotely through Helena College

**These classes are part of the Behavioral Health Technician Certificate

General Education Pre-Requisites

BIOB 101/102 Discover Biology (with Lab)	4	_____	_____
OR			
BIOB 160/161 Principles of Living Systems (w/ Lab)			
ECNS 201 Microeconomics	3	_____	_____
OR			

ECNS 202	Macroeconomics			
PSCI 210	Intro American Government .	3	_____	_____
PSYX 100	Introduction to Psychology	4	_____	_____
PSYX 230	Developmental Psych	3	_____	_____
PSYX 233	Fund. Psych of Aging	3	_____	_____
SOCI 101	Introduction to Sociology	3	_____	_____



The University of Montana School of Social Work 2+2 Undergraduate Pre-Advising Worksheet

Stone Child College

Student Name:

Contact Phone # and email:

Requirements:

- ~ 60 credits from SCC
- Associate's Degree finished or finished within one year of entering 2+2 Program
- All Social Work pre-requisites
- 4 out of 6 general pre-requisites (all 6 must be finished by graduation from 2+2 BSW Program)
- 2.75 Overall GPA with a 3.0 GPA in your Social Work classes (you can still apply for the program if your GPA requirements aren't met, we may accept you depending on circumstances)

Social Work Pre-Requisites

<u>Course</u>	<u>Course Name</u>	<u>Credits</u>	<u>Semester</u>	<u>Grade</u>
HS 150	Intro to Human Services	3	_____	_____
HS 190	Intro to Counseling	3	_____	_____
OR				
AD 150	Intro to Addiction/Trauma/Grief/Loss			
HS 272	Prof. Behavior/Ethics/Case Mgmt	3	_____	_____
OR				
AD 265	Case Management			

General Education Pre-Requisites

BIOB 101/102 Found. Human Biology (w/ Lab)	4	_____	_____
ECNS 203 Microeconomics	3	_____	_____

PSCI 210	Intro American Government	3	_____	_____
OR				
NAS 255	Indian Law			
OR				
NAS 253	Hist. of Tribal Government of Rocky Boy Res.			
PSYX 100	Introduction to Psychology	4	_____	_____
PSYX 230	Human Growth & Development	3	_____	_____
OR				
EDU 220	Human Growth & Development			
SOCI 101	Introduction to Sociology	3	_____	_____

Appendix B: Application to Enroll in Upper Division Social Work Courses

Explanation:

A UM social work major or transfer student wishing to enroll in required social work courses at the junior or senior level (i.e., SW 300, 310, 350, 360, 400) must apply for admission. An approved application is required prior to taking junior or senior level courses. Applications are due by June 1st, preceding anticipated entrance into the 300 level social work courses.

Reason for Application Process:

The UM social work major prepares students for professional social work practice. Due to the vulnerable nature of the populations served, the School of Social Work is responsible for preparing students for the challenges of social work. Thus, the School of Social Work has an obligation to identify students who are not suitable for the profession, or those not prepared to master the necessary knowledge and skills of social work. Additionally, this application allows the department to evaluate the written communication skills of the applicant, allowing for identification of areas of opportunity and to enhance student advising.

Instructions:

1. Answer all the questions completely and truthfully. (Falsification or the withholding of information may be grounds for the rejection of this application or may be considered a violation of the student conduct code. NOTE: Those reviewing your application may request your official college transcript(s) or seek verification of your statements).
2. A resume MUST be attached to your application.

ACADEMIC SUPPORT SERVICES INFORMATION:

Students have access to a range of campus-based academic support services. More information can be found by visiting <http://www.umt.edu/oss/>.

EQUAL OPPORTUNITY:

The University of Montana, School of Social Work does not discriminate. Please visit [Equal Opportunity and Title IX](#) for further details about relevant policies and procedures.

REQUIREMENTS:

Students must meet the following admission criteria. Failure to do so will result in denial of admission to the SW 300-level courses. Students may reapply once they meet the admission criteria and are encouraged to meet with their advisor to discuss their options.

- Overall grade point average (GPA) of 2.75 (or a GPA of 3.0 in the last 30 credits).
- Completion of SW 100 and SW 200, with a GPA of 3.0.
- Completion of 4 of the 7 required extra-departmental courses.

Expectations of Professional Skills, Competencies, & Ethical Conduct

The Bachelors of Social Work Student Handbook describes the professional skills, competencies, and ethical conduct required of BSW students at The University of Montana. It also includes guidelines for ethical practice in the classroom and practicum. Prior to admission to the 300-level of social work courses, students are expected to read the BSW Student Handbook, UM Student Conduct Code, and the National Association of Social Workers (NASW) Code of Ethics. Ethical social work practice and the dilemmas therein are addressed throughout the BSW learning experience.

Students are expected to conduct themselves in line with the NASW Code of Ethics and to seek consultation and supervision from faculty members or agency field instructors when ethical questions arise.

In addition, given the nature of social work practice, students are expected to demonstrate appropriate personal and professional conduct on campus, in the practicum setting and in the community. All students in the BSW Program are also considered members of the social work profession. As such, students must adhere to the professional, ethical, and legal standards prescribed for the practice of social work; including areas of cognitive functioning, communication skills, self-awareness, appropriate personal and professional conduct, professional commitment, empathy, ability to receive and utilize supervision, and knowledge base for social work practice.

The School of Social Work recognizes that persons seeking to enter the profession bring unique life experiences. It is a goal of the School of Social Work to help students access resources and support to overcome personal obstacles that may hinder their success in the profession. Additionally, the School of Social Work has a duty to the profession to ensure that those entering the profession are personally, professionally, and legally able to carry out a full range of social work responsibilities.

A number of social work settings with responsibility for vulnerable populations prohibit persons who have past criminal and/or DUI or drug offense records from securing employment. Therefore, the BSW program requires students to disclose any convictions of a crime of violence against a person (e.g., assault, child abuse, child sexual abuse, rape, sexual assault, incest, domestic abuse, homicide), or convictions of a DUI or drug offense that have occurred prior to student's entry into the program, or during their time in the program.

A criminal record does not necessarily prevent a student from entering or completing the program. However, it may affect practicum placement opportunities. Therefore, students are expected to report any past record as well as any arrests or criminal charges that occur during time in the program to the Chair of the School of Social Work or the student's faculty advisor. Minor traffic offenses are not required to be reported.

The following could result in corrective action. Including referral to a faculty support team, referral to UM Counseling and Psychological Services, referral to the Dean of Student Services, recommendation for a leave of absence with a plan to re-enter the program, and/or recommendation for termination from the program.

- Failure to meet minimum standards of competence.
- Student exhibiting behavior that could be harmful to clients or colleagues.
- Abuse, or dangerous use, of alcohol and other drugs resulting in an interference with a student's performance.
- Failure to demonstrate emotional and behavioral ability to manage stressful situations associated with social work.

Applicant must answer all questions below.

General Information:

Student's Name: _____ Student ID: 790 _____

Phone: _____ Email: _____@umontana.edu

Social Work Advisor: _____

Year in School: Freshman Sophomore Junior Senior

Do you have transfer credits from another school? Yes No

If yes, list the name of the school(s):

Pre-Requisites & Grades

Below is a list of the extra-departmental required courses needed to complete an undergraduate degree in social work.

- Four of the seven courses must be completed before starting upper division social work classes (SW 300 and above).
- Indicate the semester the course was completed and the grade received. If the course has not been
- completed, indicate if it is in progress or when it will be taken.
- **A grade of C- or above is required in these courses.**

	Course	Grade	Semester
1	BIOB 101N or PSYX 250N		
2	ECON 101S, 201 or 202		
3	PSCI 210S		
4	PSYX 100S		
5	PSYX 330S*		
6	PSYX 233*		
7	SOCI 101S		

*PSYX 230 Section C from Missoula College is equivalent to PSYX 330 & 233.

List the instructors name, grade received, and semester completed for the SW courses listed below. If these classes are in progress, indicate so in the “Semester” column. The combined GPA of these two classes must be 3.0 or above. If the combined GPA is not 3.0 or above, consult with the Student Services Coordinator before proceeding with this application.

Course	Instructor Name	Credits	Grade	Semester
SW 100		3		
SW 200		3*		

* 4 credits up through catalog year 2017-2018

Calculate your GPA for SW 100 and SW 200 below utilizing the following steps:

1. Determine the Quality Points associated with each grade received (see table below) and multiply by the number of credits of the class. (A grade of B in SW 100 would be $3.0 \times 3 = 9.0$)
2. Add the Quality Points of each class together.
3. Divide the total Quality Points by the total credits (6 or 7). This is your GPA:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Quality Points	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0.0

List any other social work courses taken at The University of Montana, or other school, and list instructor’s name, grade received and school the course was taken.

Cours	Instructo	Grade	Semester	School Name

In the space below, you may offer any additional description or explanation that may help the faculty understand your academic background and performance. If you need additional space, add a typed page to this application.

With the requirements described in Expectations of Professional Skills, Competencies, & Ethical Conduct on page 2 in mind, carefully read through and answer the following questions:

Yes	No	Question
		Do you understand that the UM School of Social Work has a professional responsibility to ensure that students graduating with a BSW have met minimum standards of competency and do not exhibit behavior that could place social work clients at risk of physical and emotional harm?
		Have you read the National Association of Social Workers (NASW) Code of Ethics?
		Is the NASW Code of Ethics compatible with your personal values and beliefs, and can you abide by its principles? If no, please explain on a typed separate page.
		Have you ever been convicted of a crime of violence against a person (e.g., assault, child abuse, child sexual abuse, rape, sexual assault, incest, domestic abuse, homicide)? If yes, describe the circumstances of the offense, including the date on a typed separate page.
		Do you understand that you are expected to report any arrests or criminal charges during the time you are in the BSW Program?
		Do you understand that the abuse or dangerous use of alcohol and other drugs, which interferes with your performance, is reason for dismissal from the BSW program and reason for refusing to approve your graduation for a social work major?
		Do you understand that a student's personal, emotional, mental or behavioral stability are necessary to avoid placing social work clients at risk of physical or psychological harm and are therefore required for all social work majors?
		Social work practice can often be stressful. Do you understand that coping with high levels of job-related stress, and working appropriately in emotionally charged situations, may be required for successfully completing the social work program?

		Do you agree to abide by the expectations of professional skills, competencies, and ethical conduct listed above and in the BSW Student Handbook?
		Do you understand that if you fail to meet these expectations you may be expected to follow through on a corrective action plan and, that you may be recommended for termination for the BSW Program if you are not able to meet these expectations?

You must attach a one-page resume to this application.

By signing below, you testify that the answers above are truthful.

Student's Signature _____ Date: _____

Appendix C. Overview of Generalist Approach to Social Work

The integrated practice model builds and expands upon the generalist practice model of social work. The concept of generalist practice has been well articulated by Brad Sheafor and Charles Horejsi in *Techniques and guidelines for social work practice* (2008), and it is summarized here. Sheafor and Horejsi identify four elements of the generalist perspective:

1. “A multidimensional orientation that emphasizes an interrelatedness of human problems, life situations, and social conditions.
2. “An approach to assessment and intervention that draws ideas from many different practice frameworks and considers all possible actions that might be relevant and helpful to the client.
3. “Selection of intervention strategies and worker roles are made primarily on the basis of the client’s problem, goals, situation, and the size of the systems that are targeted for change.”
4. “A knowledge, value, and skill base that is transferable between and among diverse contexts, locations, and problems.” (87-88)

Central to a generalist practice is the ability to view social problems and human development from broad ecosystems, strengths, and diversity perspectives. These perspectives allow for the understanding of social issues as interconnected and interwoven. Thus, generalist social workers possess the ability to synthesize knowledge from a variety of fields in order to intervene at a variety of levels utilizing a variety of approaches. Generalists can also move between fields of practice, incorporate best practices into their professional repertoire, apply critical thinking skills to all phases of the change process, critique themselves and professional approaches, and see issues from a wide variety of perspectives.

Generalists draw on their broad knowledge and a common process for problem solving as well as on innovative and broad knowledge and skills to address each unique situation. They view client situations in context, recognizing the connections between the personal and the political, individual and societal, policy and practice, and research and practice. They build on client strengths, are solution oriented, and involve client systems as partners in the change process. Based on professional assessment skills, generalists decide which aspects of client situations are in need of intervention, why, and how. They see problems in social functioning as having their roots and their solutions at multiple levels, and as a result utilize interventions which build on this broad view. They operate from a core of professional social work values and ethics and base all aspects of practice on the National Association of Social Workers Code of Ethics.

Generalist social workers work within organizations and are impacted by social policies, and they see their responsibility to enhance both organizational and policy solutions to social problems. They are able to envision, plan, design, and implement programs and services to fill existing gaps. Their frame of reference is broad, comprehensive, open to difference, client-oriented, and solution-focused. The purpose of the generalist perspective is “to ensure that the social worker will approach every client and situation in a manner open to the use of various models, theories, and techniques and will consider several levels of intervention, from micro to macro” (Sheafor and Horejsi, p.88).

Recognizing the interplay between individual, family, organizational, community, societal, and global issues and systems, and in order to work effectively toward social justice at the micro, mezzo, and macro levels of practice and with social systems, generalist social workers are prepared to enhance the social functioning of individuals and families and intervene at group, community, and societal levels. Generalist practitioners need skills at all levels of practice, to move between them as necessary, and even to practice at multiple levels playing multiple roles simultaneously. The program’s conception of generalist practice fits with the conceptualization of

generalist practice found in *Just practice: A social justice approach to social work* (Finn, 2020, p. 98): "The generalist approach addresses the interplay of persons and larger systems in the process of assessment and intervention. It recognizes the centrality of relationships in the helping process and sees the process of change as patterned, sequential, and unfolding over time."

Finn, J. (2020). *Just Practice: A Social Justice Approach to Social Work* (4th Ed.). New York: Oxford University Press.

Sheafor, B. & Horejsi, C. (2008) (7th ed.). *Techniques and guidelines for social work practice*. Boston: Allyn and Bacon.

Appendix D. BSW Generalist Learning Agreement and Evaluation

Learning Agreement Purpose Statement

The Learning Agreement outlines the framework for the student's educational journey at the practicum agency. With support from the Agency Field Instructor (AFI), students are tasked with crafting specific, personalized learning activities that align with competency areas. These activities should incorporate four key dimensions: knowledge, values, skills, and cognitive and affective processes. The formulation of these tasks is influenced by the opportunities the agency offers, the student's learning needs, interests, and aspirations, as well as the practice competencies mandated by the School of Social Work and the [2022 CSWE Educational and Policy Standards](#). The activities should be measurable, tailored to the site, and aimed at fostering the student's mastery of various professional competencies.

Students should complete their Learning Agreement through their Sonia account **by the fourth week of the semester**. The Agreement undergoes review by the AFI, the Field Liaison, and the student during the practicum's two site visits. It is an essential tool for evaluating practicum performance and progress throughout the academic year and is pivotal in determining the student's final practicum grade (credit/no credit). Progress towards individual competencies is evaluated mid-term and at the end of the term. Therefore, students are encouraged to consistently revise and update their Learning Agreement and activities to mirror any new learnings or opportunities.

Rating Scale:

5 – Demonstrates Competency: The student exhibits competence and initial independence in handling complex situations with this behavior.

4 – Emerging Competency: The student shows early-stage competence in this behavior but needs continued opportunities for mastery demonstration.

3 – Developing Competency with Assistance: The student displays inconsistent competence in this behavior, necessitating assistance or coaching.

2 – Minimal Competency: The student rarely demonstrates competence in this behavior.

1 – No Competency: The student does not exhibit competence in this behavior.

Attention

This document offers guidance and ideas to students as they develop their learning agreements. **It is NOT acceptable to copy and paste these examples into the learning agreement**, and the field education team will not approve them.

Competency 1: Demonstrate Ethical and Professional Behavior

Behaviors:	Suggested Learning Activities:
a. 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.	• Discuss the NASW Code of Ethics with the supervisor • Discuss agency policies and how they fit with the NASW Code of Ethics • Apply the ethical decision-making model to work through a situation that presents an ethical dilemma; discuss in supervision. • Discuss with other agency professionals how they deal with ethical dilemmas. • Review and discuss additional ethical or governing policies that may impact service delivery at the agency (i.e., agency policies, HIPPA/FERPA guidelines, SSI/SSDI, TANF, SNAP, etc.) • Review and discuss UM's IRB process if applicable to the practicum context.
b. Demonstrate professional behavior, appearance, and oral, written, and electronic communication.	• Dress according to agency policy. • Discuss appropriate roles and boundaries of a practicum student with the supervisor and other agency staff. • Give a presentation at a staff meeting or community event (in person or virtual) • Use professional language (verbal/nonverbal) when dealing with clients and other professionals in the workplace. • Engage in effective communication, including notes, emails, letters, and other written correspondence, as well as verbal and non-verbal communication. • Maintain accurate, respectful, and professional written client records (as appropriate) • Inquire and be open to feedback from the supervisor or other staff about documentation, oral and written communication
c. Use technology ethically and appropriately to facilitate practice outcomes.	• Discuss the ethical and appropriate use of online technology at the agency and in practice with the client's supervisor and other agency staff. • Ensure proper training for online tools, telehealth models, and interventions. • Discuss technology etiquette at the agency with the supervisor • Research and familiarize yourself with potential challenges to the use of technology in social work practice

d. Use supervision and consultation to guide professional judgment and behavior.	• Attend weekly supervision meetings and reflect on professional behavior • Prepare topics to discuss with the supervisor (Areas for growth, personal and professional boundaries, ethical dilemmas, professional communication, clinical interventions, etc.) • Consult with supervisor regarding issues arising in practice • Integrate feedback into practice • Utilize seminars to consult with peers and field liaisons.
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Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Behaviors:	Suggested Learning Activities:
a. Advocate for human rights at the individual, family, group, organizational, and community system levels.	• Familiarize yourself with current political events and their impacts on social issues and clients. • Identify forms of oppression/ discrimination against clients/ populations and discuss them with the supervisor. • Identify economic barriers to social services and care; discuss with the supervisor. • Identify and discuss institutional and systemic barriers to a client's progress with the supervisor. • Advocate for client access to agency, community, state, and national services.
b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	• Contact your elected officials to support/ oppose harmful policies and legislation. • Join and attend local, state, and national coalition meetings. • Attend a public hearing or organizational meeting focused on increasing social and economic justice. • Develop professional relationships with advocacy organizations serving the agency population. • VOTE! Engage in voter outreach and education • Identify and review key concepts of social empowerment strategies. • Demonstrate critical thinking and problem-solving skills by finding potential solutions and discussing the same with the supervisor, Faculty Field Liaison, and/or peers in practicum seminar.

Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Behaviors:	Suggested Learning Activities:
a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	• Understand different forms of diversity and how they influence work with clients. • Discuss barriers to services faced by clients. • Review, understand, and apply anti-racist principles in a practicum setting. • Research and apply knowledge related to diversity to enhance client well-being. • Strive to be assigned a diverse caseload of clients. • Attending agency, local, and national workshops, or trainings. • Research and apply knowledge related to diversity to enhance client well-being. • Explore and utilize different perspectives and practice models when working with diverse clients. • Treat all clients with respect and courtesy regardless of personal bias, and ensure equal and just treatment for all clients at the agency. • Use assessments that include sections of diversity/culture/spirituality as identified by the client. • Review evaluative tools utilized by the agency and evaluate with an ADEI lens. • Compare the agency's practice methods with ADEI methods discussed in various classes. • Discuss ways to engage and improve ADEI in practice with the supervisor, Faculty Field Liaison, and/or peers in the practicum seminar.
b. 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 in their own lived experiences.	• Utilize journaling, or some other method of reflection, to record personal beliefs or values regarding clients/staff who may be different than me (age, gender, race, religious affiliation, orientation, color, cultural background, marital status, family structure, class, physical ability, etc.). • Reflect on how personal beliefs/values impact interactions with various clients. • Discuss possible value conflicts/ biases/ blind spots with the supervisor, Field Liaison, and peers during seminar class. • Identify client differences using a strengths perspective.

	• Discuss and document ways you engage in cultural humility within your practice setting. • Outline and discuss the challenges and opportunities of practicing in rural and indigenous communities.
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Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Behaviors:	Suggested Learning Activities:
a. Apply research findings to inform and improve practice, policy, and programs.	• Analyze and discuss evidence-based methods and evaluative tools utilized by the agency. • Discuss theories and perspectives utilized when working with clients and their effectiveness. • Research evidence-based policies informing agency practice and client population; discuss with the supervisor. • Read professional journal articles relevant to clients served by the agency. • Discuss with the supervisor effective forms of intervention utilized with the client population. • Interview treatment team members for varying perspectives on practice and various models/approaches used. • Discuss specific cases with the supervisor, including problem, proposed solution(s), proposed plan of action, and/or proposed measurable outcomes.
b. 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.	• Learn about the evaluation process used in the practicum. • Review research to learn various ways to evaluate practice in a particular context and suggest possibilities for change as appropriate. • Review professional literature related to best practices from various sources and perspectives. • Compare the agency's evidence-based methods with methods discussed in various classes. • Discuss questions with the supervisor, Faculty Field Liaison, and/or peers in the practicum seminar.

Competency 5: Engage in Policy Practice

Behaviors:	Suggested Learning Activities:
a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	• Research and discuss laws/ current bill proposals that affect agency and client populations; discuss with the supervisor.

	• Track legislative initiatives relevant to your agency's client population. • Research specific policies that directly affect the well-being of the client population. • Discuss the impact of policies on your clients and policy change ideas with the supervisor. • Identify relevant organizational and informational websites and online resources that provide social policy information relevant to your agency/ client population or serve as clearinghouses for legislative issues. • Research how one applies for social support services in your community, e.g., SSI/SSDI, SNAP benefits, TANF, etc.
b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	• Attend and participate in community/ state advocacy events and/ or attend city council/ county commissioner meetings in your community. • Attend NASW MT or other advocacy and lobbying days and meet with legislators regarding policy issues. • Attend policy conferences and trainings to learn about relevant agency and population policies. • Write a letter to an elected official about a social policy affecting your client population.

Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities

Behaviors:	Suggested Learning Activities:
a. Apply knowledge of human behavior, person-in-environment, and interprofessional conceptual frameworks to engage with clients and constituencies.	• Understand the developmental stages of the client population/integrate this into the assessment process. • Practice using systems theory/strengths perspective • Utilize specific interventions to increase understanding of the client in the environment. • Identify and discuss various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual) with the supervisor, Faculty Field Liaison, or peers in the practicum seminar. • Engage with and interview clients/families to determine strengths and challenges. • Take notes and discuss personal/ ethical/ value dilemmas and blind spots with the supervisor

	and reflect on how they influence work with clients. • Treat all clients with respect and courtesy regardless of personal bias, and establish initial goals with the client/patient to ensure self-determination. • Attend interprofessional events held on campus and discuss with AFI.
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	• Develop skills to build rapport/trust with clients. • Seek feedback from the supervisor about ways to build rapport and trust with clients. • Review literature on rapport-building/interpersonal skills and practice applying concepts in practice. • Engage in active listening with clients, colleagues, peers, and others. • Demonstrate the ability to empathize and use appropriate interpersonal skills with clients. • Research and apply knowledge related to diversity to enhance client well-being. • Observe the supervisor and others in their interactions with clients. • Identify areas of comfort and discomfort in client engagement and discuss them in supervision. • Engage with and interview clients/families to determine strengths and challenges. • Treat all clients with respect and courtesy regardless of personal bias, and establish initial goals with the client/patient to ensure self-determination.

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities

Behaviors:	Suggested Learning Activities:
a. Apply theories of human behavior, person-in-environment, and other culturally responsive and interprofessional conceptual frameworks when assessing clients and constituencies.	• Understand the developmental stages of the client population/integrate this into the assessment process. • Become familiar with different assessment tools and the strengths/limitations of each tool. • Do a family genogram/Eco map after completing the assessment. • Practice using systems theory/strengths perspective • Utilize specific interventions to increase understanding of the client in the environment.

	• Identify and discuss various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual) with the supervisor, Faculty Field Liaison, or peers in the practicum seminar. • Engage with and interview clients/families to determine strengths and challenges. • Observe client assessment and write/organize/interpret client data. • Develop a written assessment of the client, including the client's strengths and weaknesses. • Critically examine assessment tools and processes, and complete comprehensive, strengths-based, bio-psycho-social-spiritual or Just Practice assessments. • Discuss the potential for bias in the assessment process with the supervisor if utilizing the DSM. Work with clients to identify DSM diagnoses, goals for treatment, and interventions.
b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed upon plan.	• Discuss intervention strategies in the practicum seminar. • Collaborate with a client or client system and develop an appropriate intervention plan. • Monitor clients' progress toward goals. • Research and illustrate knowledge of planned change processes, including assessment and planning, as may be appropriate at the micro, mezzo, or macro levels.

Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities

Behaviors:	Suggested Learning Activities:
a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	• Develop a mutually agreed upon focus of work and goals and objectives for clients. • Empower clients to identify and work on specific achievable goals. • Utilize appropriate interpersonal skills with clients. • Facilitate a support group or psycho-educational group. • Research and illustrate knowledge of planned change processes, including intervention and termination, as may be appropriate at the micro, mezzo, or macro levels. • Analyze and/or acquire evidence-based methods being utilized within the agency.

	• Utilize specific interventions to increase understanding of the client in the environment. • Facilitate a support group or psycho-educational group • Identify and discuss various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual) with the supervisor, Faculty Field Liaison, or peers in the practicum seminar.
b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	• Connect client to community resources. • Utilize specific interventions to increase understanding of the client in the environment. • Maintain communication/follow-up with client outcomes and potential success. • Determine commonly used resources for clients and the most effective referral process. • Attend and participate in community, state, and federal advocacy events (e.g., city council hearings and legislative lobby days). • Research and illustrate knowledge of planned change processes, including intervention and termination, as may be appropriate at the micro, mezzo, or macro levels.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

Behaviors:	Suggested Learning Activities:
a. Select and use culturally responsive methods for evaluation of outcomes.	• Review evaluation and data collection tools/ methods used at the agency. • Evaluate assessments/data collection and intervention practices during supervision. • Research and illustrate knowledge of planned change processes, including evaluation and follow-up, as may be appropriate at the micro, mezzo, or macro levels. • Integrate research coursework into practicum learning. • Identify and discuss various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual) with the supervisor, Faculty Field Liaison, or peers in the practicum seminar. • Apply a strength perspective in the evaluation process and review of outcomes.

b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	• Evaluate assessment/data collection/intervention practices with the supervisor. • Review client files to determine progress toward goals. • Follow up with client after termination to determine client outcomes and potential success.
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Appendix E. Guidelines for Ethical Practice in Practicum and Classroom

Commitment to ethical principles and the capacity to engage in ethical decision-making processes are hallmarks of professionalism. The MSW program prepares students for ethically grounded practice across diverse social work arenas. Part of that professional development includes inquiry into the history of human values and ethics; the evolution of standards for ethical practice in social work; and the differing ways of framing practice ethics in different cultural, political, and organizational contexts. During the first semester of the foundation year, students will be studying the National Association of Social Workers (NASW) Code of Ethics, the International Federation of Social Workers Statement of Ethical Principles, and the ethical codes governing practice in a variety of national settings. This course of study is geared to help students understand the history and evolution of codes of ethics over time, the variation across contexts, and the implications for contemporary professional practice.

Students will also be engaging in practice guided by the NASW Codes of Ethics, both in their practicum settings and in the classroom. The practicum and the classroom offer structured opportunities to apply ethical principles of social work; utilize frameworks for ethical decision making; and address ethical dilemmas in a supportive context. Both classroom and practicum experiences offer opportunities to explore the core values of social work, their relationship to professional goals and values, and the ways in which values and ethical standards may conflict. For example, through direct practice experiences and classroom simulations, students learn about values related to confidentiality and privacy, self-determination, conflicts of interest, informed consent, social justice, and professional boundaries. They face the challenge of negotiating situations where two or more of these values are in conflict. Course instructors, field instructors, agency supervisors, and students are expected to help one another maintain standards of ethical practice and professionalism and continually examine the ways in which ethical principles are realized in practice.

In both practicum seminar and practice classes students will be asked to prepare case presentations wherein they present a specific issue related to a client, organization, or community with whom they are working; address the background of the issue; summarize an action plan and put forth a series of questions or concerns for peer consultation. In preparing and presenting cases in seminar or other classroom settings, students are expected to adhere to NASW standards of ethical practice. When presenting a case involving an individual or family, students must ensure that the confidentiality and anonymity of the client(s) are protected. Students should adhere to agency protocols and Health Insurance Portability and Accountability Act (HIPPA) regulations as appropriate when preparing a case presentation. The preparation of a case presentation can raise complex ethical questions, and we encourage students to consult with the agency supervisor and the course instructor regarding these questions prior to the presentation.

The rural context presents another layer of complexity for ethical practice. Frequently social workers in multiple agencies work with the same client. Changing identifying information for a case presentation may not necessarily protect a person's anonymity. Thus, confidentiality regarding case presentations is critical. Further, following best practices for peer consultation, if a class member believes that he has personal or professional knowledge of the "case" under discussion, he should excuse himself from the discussion to avoid violation of professional boundaries.

Case presentations involving community organizations, social actions, and policy work also require careful attention to standards of ethical practice. Here the boundaries between public knowledge and issues of privacy and confidentiality may be less clear. Students are encouraged to consult with their practicum supervisor and instructor regarding ethics of macro practice and case presentations prior to the presentation.

All participants in seminar discussions and classroom case presentations are expected to maintain and respect confidentiality regarding both the “case” and the discussion by group members. This respect encourages a safe, honest teaching-learning environment at the same time that it creates the opportunity to put ethical principles to practice.

Appendix F. Employment-Based Practicum Guidelines

Overview

This is an option for students already employed in social or human services organizations supporting their employees' educational pursuits.

Under this option, students use their **current employment position** as their practicum. Activities from the student's employment position must provide opportunities to integrate theory into practice and speak directly to the core competencies and practice behaviors. In other words, job responsibilities and tasks must relate to the core social work competencies. These criteria can also be met by having students take on additional, new, and different opportunities and responsibilities outside the employment position. For example, students take on a different role within the organization, distinct from their employment position, to ensure that social work competencies and practice behaviors are met.

If an employer supports the student to engage in a completely new role/program within the agency, we strongly encourage them to release the employee from some of their job responsibilities to complete their educational practicum hours (e.g., 25 hours are completed in the employee's regular role and 15 hours are completed in the new and separate practicum role). Students approved for this type of EBP may be paid by their employer for their practicum hours (negotiated between student and employer). If an employer can support a student using their current position as their practicum, the student will be paid for their practicum hours.

Requirements for an EBP

MSW students are encouraged to get diverse learning and practice experiences over their two practicum placements, so staying in the same EBP for both years is not an ideal option. However, sometimes, students have the opportunity to stay with the same agency but take on a completely different role that allows for diverse and new learning. In that case, staying at the same agency in an EBP might be an option, although students have to submit a separate continuation proposal to the Field Education Program. **Exceptions to EBP policy may be considered by the Director of Field Education on a case-by-case basis when it can be demonstrated that the proposed practicum can provide a unique educational experience in a new program or with a new focus and with a new agency field instructor.**

The student's employer, the University of Montana School of Social Work, and the student will work together to ensure that the following EBP conditions are met:

- The student must be in good academic standing and good standing at their employing agency. **Students wanting to complete an EBP must have been employed at least 3 months** before requesting an EBP because an unsuccessful probationary period is also likely to disrupt the student's field placement.

- The employment supervisor and/or BSW or MSW Agency Field Instructor (= practicum supervisor) must agree that the student's practicum performance will not influence their employment evaluation.
- The agency must be willing to allow the student/employee to attend classes and have an educationally focused field placement experience.
- The educational opportunities in the place of employment must permit achievement of the 9 social work competencies and skills compatible with the student's social work practice classes and course of study, i.e., Generalist (for BSW and 1st year MSW) or Specialization (for 2nd year MSW)
- Agency Field Instructors for BSW students must have a BSW or MSW from an accredited social work program plus 2 years of post-social work degree experience. Agency field instructors for MSW students must have an MSW from an accredited social work program and two years of post-MSW work experience.
- The Agency Field Instructor and employment supervisor of a student may be the same person. In such cases, supervision time for field education learning must be separate from supervision time for employment (e.g., separate supervision times each week or 30 minutes focused on work and 30 minutes focused on practicum learning). Our goal is to ensure the role of the student as a learner while engaging in their paid employment position. In other words, the student's role as a student should be prioritized along with their learning and skill development.
- If the agency does not have a qualified social work field instructor on staff, they must arrange for an approved off-site BSW/MSW supervisor to provide the required supervision and designate an on-site task supervisor/ agency field instructor to provide daily oversight and support (e.g., some organizations have board members or volunteers that meet degree requirements and can serve in the outside supervisor role). The Field Education Program is available to brainstorm options.
- Students can only count **a maximum of 20 hours per week** towards practicum hours.
- The agency must be willing to sign the UMSSW Practicum Memorandum of Understanding (MOU) and agree to the EBP-specific requirements of the MOU. The MOU may not be altered or amended unless agreed to by all persons (student, employer, and field education program). Accordingly, if an agency alters the terms of placement without informing the UMSSW Field Education Program, the field faculty will suspend the EBP placement, which will not be resumed unless a revised agreement can be arranged in a timely manner. Any revised agreement must be written and signed by the agency's Executive Director (or their designee), the student-employee, and the faculty liaison and filed with the Field Education Program.
- The Employment-Based Practicum Application must be received by the deadline specified by the Field Education Program. The application requires a letter of support from the agency director/ employment supervisor and a current job description. In addition, students applying for an EBP must be able to

demonstrate how their employment role offers a new role with new and distinct learning opportunities OR how their current employment role relates to the core social work competencies. Once the application is returned to the Field Office, it will be reviewed, and a response will be given as soon as possible to indicate whether the placement has been approved. A site visit may be required as part of the application review process before determining approval.

- **Employment-Based Practicum is not the same as a paid internship** (i.e., a practicum position receiving a small educational stipend or hourly pay for the 15 hours per week a student contributes to their practicum agency). Consequently, paid internships/ practicums do not fall under the same requirements as the EBP.

Application and Approval Process for BSW Students

1. The student requests an EBP application by sending an email to um.sw.fieldoffice@umontana.edu.
2. In addition to the regular practicum application (not required for second-year MSW students), the student, in consultation with their employer, completes the EBP Application via their SONIA account **no later than July 15**.
3. The Field Education Program reviews the application, follows up with additional questions or concerns, and, if necessary, arranges a meeting with the student, the work supervisor, and the proposed agency field instructor (if different than the work supervisor) to discuss the terms and structure of the placement and assure that all parties understand and approve the educational arrangement.

Termination of EBP

If a student in an Employment-Based Practicum is terminated from their employment role, consequently leading to termination of their practicum, the same academic review process will apply as for non-EBP placements (refer to the student handbook). Termination of employment may ultimately lead to a pause in practicum and a delay in a student's graduation timeline.

Appendix G. Field Placement Safety Checklist

Organizational Culture

- ☐ Does the agency have written safety policies? If so, obtain a copy and read them. Does the agency have a safety committee? Does this committee assess current safety measures and policies and identify gaps in protocols/procedures?
- ☐ Does the agency have an incident reporting system? Does the agency collect and track data about assaults, threats, and abuse towards staff?
- ☐ Learn the policies and reporting procedures related to sexual or other harassment in the workplace.

Office Safety

- ☐ Determine how to safely enter and leave the building (entrances and exits), including after dark. Is a key or access code required to enter the building or employee workspaces? Are there security cameras inside or outside the building?
- ☐ Know the office procedures for checking in and out of the office.
- ☐ Learn what to do and where to go in case of a fire. Locate the closest fire extinguisher. Learn where emergency numbers are posted (police, fire department, and poison control). Is there an office alarm system or code words for staff to alert others to their need for assistance? Are personal or mobile safety devices available (personal alert systems or panic buttons) available?
- ☐ Know procedures for handling blood-related incidents (bloody noses, etc.).
- ☐ Know where safety equipment (first aid kits, latex gloves, defibrillator, PPE, etc.) is located.

Home/Community Visits with Clients (if applicable)

- ☐ Know the agency's policy regarding notification to office staff of your whereabouts and contact information when conducting field home visits.
- ☐ Ensure that your car, or the agency's car, is ready for use (ample gas, in good working condition, maps or GPS available). Does your car have a health bag (latex gloves, masks, bandages, etc.)?
- ☐ Carry a charged cell phone and familiarize yourself with the limitations of cell phone service in the areas where you may be traveling. Know how to use any agency-provided cell phone.
- ☐ Know the agency policy regarding identification badges (can work for or against you in the community; be aware of the confidentiality issues, also). Carry some kind of agency identification card with you at all times.

☐ Find out the agency policies and practice regarding meeting clients away from their home (i.e. nearest park, at a restaurant, etc.).

☐ **Dress for safety:** Wear comfortable clothes and flat shoes that are easy to walk in. Consider not wearing expensive jewelry, political buttons, slogans, etc.

☐ Before visiting a client in their home/neighborhood for the first time, find out who in the office can provide information about the safety of the specific neighborhood and/or the client's living situation (rural areas, presence of guard dogs, dangerous or criminal activities, weapons in the home, etc.).

☐ Before making a home visit where you may engage in higher-risk activities, determine a safety plan with your supervisor (i.e., removing a child from the home, notifying of a reduction in benefits, any civil commitment procedure, helping someone who is unsafe because of interpersonal violence move/access a shelter or safe house, delivering other potentially unwelcome information, etc.).

☐ Before making a home visit where there is potentially an increased risk due to a client's condition (active substance abuse, untreated mental illness, history of recent and/or frequent violence or threatening behavior, communicable disease), determine a safety plan with your supervisor.

☐ If you feel you are in a dangerous situation or place, leave and return to the office. Discuss your concerns with your supervisor.

Transporting Clients

☐ Assess the client's level of agitation (if any), use of intoxicants, and the meaning of the appointment to the client.

☐ Ensure the vehicle's interior is free from potential weapons and that the vehicle is in good working condition (e.g., ample gas, working brakes, headlights/taillights).

☐ Is the vehicle equipped with proper safety equipment in case of an emergency (e.g., flares, battery cables, spare tire)?

☐ When transporting a child, engage the child safety locks in the vehicle and know the proper use and installation of a child safety seat that is appropriate for the child's age and size. If possible, utilize a "buddy system" to have a second colleague in the vehicle when transporting a client.

Post-Incident Reporting & Response

☐ Learn how to report a personal injury that may occur in the office or the field. Learn the process for completing an incident report following an incident of client assault, threats, or abuse (verbal and physical) or vehicular accident.

- ☐ Develop a safety plan with your supervisor and the agency in response to the incident.

Safety Training

- ☐ Does the agency provide an orientation or training to staff for risk reduction and safety promotion? Does the agency provide training related to verbal de-escalation techniques, effective strategies for clinical interventions with violent or potentially violent clients, non-violent self-defense, and the impact of secondary trauma?

Appendix H. MOU of Roles and Responsibilities

Memorandum of Understanding of Roles and Responsibilities Criteria for Agency Participation and Agency Field Instructors

Student Information

Student Name

Date

Agency Field Instructor Information

Agency

Agency Field Instructor Name

Agency Field Instructor Email

Purpose

The Agency and the School of Social Work agree to refrain from discriminating against anyone based on age, sex, race, religious belief, national origin, disability, or sexual orientation. Both parties commit to adhering to all applicable federal and state anti-discrimination policies. This agreement can be terminated by either the Agency or the University of Montana School of Social Work without any specific reason, provided a written notice is given thirty (30) days in advance.

Please review each of the criteria and agreements for all involved parties. Confirm your understanding and agreement by choosing 'Yes' or 'No' for each statement. Conclude the process by signing.

The UMSSW Field Education Team has agreed to:

- Act as a resource person for students concerning questions, resources, and suggestions for learning opportunities.
- Assign the grade for each student's practicum.
- Assist in orienting new Agency Field Instructors to the School of Social Work curriculum and practicum program.
- Assist students and agencies in the placement process.
- Assist students in applying and integrating theory into practice.
- Assist students in completing the Learning Agreement to structure the practicum experience.
- Assume responsibility for removing a student from a placement if necessary.

- Assume responsibility for the overall direction and coordination of the practicum.
- Assume responsibility with the Agency Field Instructor for the end-of-semester student performance evaluations.
- Be available to students, agencies, and field liaisons to consult and facilitate student/agency issues.
- Conduct site visits as needed.
- Meet each semester with the student and the Agency Field Instructor together.
- Provide guidelines for the evaluation of the student.
- Provide orientation and training for Agency Field Instructors.
- Screen student applicants and assess their readiness for practicum.

The Student agrees to:

- Adhere to the [NASW Code of Ethics](#).
- Attend the agency on days and times agreed upon by the student and the agency field instructor. If unable to attend practicum, communicate effectively and notify the Agency Field Instructor as soon as possible.
- Behave professionally, taking responsibility as an adult learner to understand duties and carry out assignments.
- Bring awareness to the Field Liaison or Field Education of any questionable professional practices within the agency.
- Complete all paperwork required for practicum in a timely manner via Sonia, including the practicum application, MOU, Essential Skills and Functions form, Risk Acknowledgment form, timesheets, learning agreement, midterm and final evaluations, and other forms as required.
- Complete an evaluation of the overall practicum experience at the end of the semester.
- **Coordinate and attend three site visits with the Agency Field Instructor and Field Liaison throughout the practicum term.**
- Discuss with the Agency Field Instructor, Field Liaison, or Field Education faculty any areas of disagreement, dissatisfaction, or confusion concerning any part of the practicum experience.
- Make yourself reasonably available for weekly supervision meetings with the Agency Field Instructor.
- Prepare for weekly supervision meetings by reviewing the Learning Agreement, adhering to deadlines, completing work, formulating questions about assignments/practice situations, and asking for ongoing feedback.
- Provide proof of professional malpractice insurance and health insurance. While serving in this practicum, the student understands they are not employees or volunteers of the University of Montana or the Agency. As such, UM and the Agency do not provide student workers' compensation insurance coverage. The student understands that they are performing the practicum as part of the BSW or MSW educational program and agrees to maintain health insurance coverage throughout the practicum.
- Read and understand the UMSSW Student Handbook and follow outlined policies and procedures.
- Understand that placement cannot be changed or self-terminated without following the [problem-solving phases](#) in the handbook and without prior approval from the Director/Assistant Director of Field. Self-termination will result in a performance review and could lead to the termination of the program.

- Work the required hours to complete a practicum, approximately 15-20 hours maximum per week, during a set and consistent schedule. Regularly submit practicum timesheets via Sonia and abide by agency policies and procedures, including confidentiality.

For Employment Based Placements, the Student agrees to:

- Complete and count no more than 20 hours per week toward the required practicum hours.
- Follow the same policies and procedures for non-employment-based practicum placements per the UMSSW Student Handbook.
- Understand that an EBP cannot be changed or self-terminated without following the [problem-solving phases](#) in the handbook and without prior approval from the Director/Assistant Director of Field. Self-termination will result in a performance review and could lead to the termination of the program.

Agency Participation Criteria:

- Allow the Agency Field Instructor (AFI) time to attend necessary field training(s), engage in practicum site visits, and complete midyear and final practicum evaluation.
- Assign activities to students that meet the educational goals and objectives of the practicum and UMSSW Field Education Program.
- Create a positive, respectful, supportive learning environment to provide rich educational experiences.
- Demonstrate a commitment to anti-racism, anti-oppression, and LGBTQ-affirming practices.
- Ethics and values of the social work profession are demonstrated within agency policies, programming, and service delivery.
- Provide educationally directed field supervision through the designation of an on-site field instructor who will provide regular and ongoing supervision for at least one hour of one-to-one contact per week.
- Provide orientation and onboarding for students at the beginning of the practicum.
- Provide space for the students, including access to a desk, telephone, and computer if necessary.
- The Agency and the School of Social Work agree that neither will discriminate against any individual based on age, sex, race, religious belief, national origin, disability, or sexual orientation. All parties agree to comply with all federal and state anti-discrimination policies.

For Employment Based Placements, the Agency agrees to:

- Agency Field Instructors for BSW students must have a BSW or MSW from an accredited social work program with at least two years post-graduation experience. Agency field instructors for MSW students are required to have an MSW from an accredited social work program with at least two years post-graduation experience.
 - Allow the student/employee to attend classes and have an educationally focused field placement experience.
 - If the agency does not have a qualified social work field instructor on its staff, it must secure an approved off-site BSW/MSW supervisor to fulfill the necessary supervision requirements. Additionally, the agency should designate an on-site task supervisor or agency field instructor to provide daily oversight and support. Organizations may have board members or volunteers who meet the degree requirements and can serve as the external supervisor in certain cases. The Field Education Program is available to provide assistance and brainstorm potential solutions in such situations.
 - Support the development of educational opportunities in the place of employment that permit achievement of the nine social work competencies and skills compatible with the student's social work
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practice classes and course of study, i.e., Generalist (for BSW and 1st year MSW) or Specialization (for 2nd year MSW).

- The Agency Field Instructor and employment supervisor of a student may be the same person. In such cases, supervision time for field education learning must be separate from supervision time for employment (e.g., separate supervision times each week or 30 minutes focused on work and 30 minutes focused on practicum learning).
- The agency must be willing to sign this UMSSW Practicum Memorandum of Understanding (MOU) and accept the EBP-specific provisions in this agreement. The MOU should not be modified or amended unless all parties (student, employer, and field education program) reach a consensus. Consequently, if an agency alters the placement terms without prior notification to the UMSSW Field Education Program, the field faculty will suspend the EBP placement. The placement will only resume if a revised agreement can be promptly arranged. Any revised agreement must be documented in writing, signed by the agency's Executive Director (or their designated representative), the student-employee, and the faculty liaison, and submitted to the Field Education Program.
- The employment supervisor and BSW or MSW Agency Field instructor (= practicum supervisor) must agree that the student's practicum performance will not influence their employment evaluation.

The Agency Field Instructor agrees to:

- Adhere to the NASW Code of Ethics.
- Attend an AFI orientation session provided by UMSSW (required for all new AFIs).
- Attend and engage in three Zoom-based site visits throughout the 450 practicum hours.
- Complete agency evaluation of the practicum experience at the end of the practicum.
- Follow policies and procedures outlined in the UMSSW Student Handbook.
- Guide students in developing a Learning Agreement to structure the practicum experience.
- In consultation with the student, assign duties and responsibilities of increasing difficulty and challenge as appropriate.
- Monitor student performance, providing formal and informal feedback regularly to the student.
- Notify the UMSSW's Field Education Program regarding changes in students' schedules, attendance issues, or any issues that could impact the integrity of the learning experience.
- Orient new students to agency structure and function, student responsibilities, policies and procedures, and commonly used community resources.
- Provide students with disabilities with reasonable accommodations agreed upon by the [Office for Disability Equity](#) and the Director of Field Education.
- Provide suitable office space and support staff as available.
- Provide weekly supervision to the student in individual or group format during a set time.
- Reimburse students for out-of-pocket expenses incurred in the same manner as agency employees.
- Review the [field placement safety checklist](#) with the student during the agency onboarding process.
- Structure assignments/practicum tasks to help students learn various social work interventions common to generalist social work practice and advanced practice opportunities.
- Utilize the practicum software, Sonia, to approve student timesheets, approve and provide comments, if needed, on the students' learning agreement, and evaluate the student's midyear and at the end of

- the practicum.
- Utilize the student as a learner who will assume numerous responsibilities of benefit to the agency rather than as someone to fill the needs of an understaffed agency.
- The Field Director completed the above section acknowledging that Agency Field Instructor does not have to complete MOU as an official Affiliation Agreement between the UMSSW and the practicum agency is in place.

Student Signature

Date

AFI Signature Date

Appendix I. Professional Standards: Essential Skills and Functions

Professional Standards: Essential Skills and Functions of University of Montana Social Work Students

The following standards, distinguished from academic standards, describe physical, cognitive, emotional and character requirements to provide reasonable assurance that a student can complete the entire course of study and participate fully in all aspects of social work education and practice. Acquisition of competence as a social worker is a lengthy and complex process that will be undermined by significant limitations of the student's ability to participate in the full spectrum of the experiences and the requirements of the curriculum.

Students are evaluated on these professional standards in all areas of our BSW and MSW programs including admissions, classes, and field practicum. Students are expected to possess these attributes and skills at a level appropriate to their year in the programs. Students' continuation in the BSW and MSW Program is contingent upon positive faculty evaluation of their performance in relation to academic standards, field practicum standards, and the professional standards described here. Failure to demonstrate essential attributes and functions on a consistent basis, may lead to students' dismissal from the BSW or MSW Program, therefore it is important that these standards are well understood:

Communication Skills: Social work students exercise professional judgment in all communications with students, faculty, staff, clients, and other professionals. Professional competence encompasses using email in an appropriate manner and responding to email communications from other students, faculty, staff, administrators, and field instructors in a timely and appropriate manner. Student must have the ability to communicate effectively orally and writing and demonstrate a grasp of professional language and concepts. This includes producing clear and legible casework and clinical notes in appropriate format for setting and situation, organizing thoughts and ideas into appropriately written referenced essays and research papers.

Self-Awareness: Social work students know how their own values, beliefs, attitudes, and past experiences affect their thinking, behaviors, relationships, and overall practice. Students examine their internal processes, their strengths, limitations, and suitability for professional practice. Social work students demonstrate an awareness of how others perceive them and are willing to change behaviors that are non-conducive to working relationships with clients or other professionals.

Empathy: Social workers endeavor to gain insight and understanding into the values, lived experiences, and beliefs that clients have. Social work students communicate empathy and support clients as a basis for building a productive and professional relationship with the client.

Objectivity: Social work students maintain enough objectivity to sufficiently and systematically evaluate clients and their situations in an unbiased, factual way.

Intellectual Capacity: Social work practicums, lectures, and seminars require students to process, retain, and integrate information from a variety of sources including printed materials, verbal delivery, role plays and live demonstration. Students must participate in interactive discussions and activities, provide presentations, write for both scholarly and professional purposes, and take and pass examinations. These activities require interpersonal skills and cognitive skills such as reading, writing, decision-making, and sound judgment. In addition, students must be able to think critically, analyze and interpret objective and subjective data, and apply effective problem solving skills. Students must demonstrate the cognitive ability to effectively use and apply the program's competencies as illustrated in the student handbook, field manual, and syllabi.

Interpersonal Skills: Social work students demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients and other professionals. These include showing respect for and consideration of others, listening skills, and the ability to communicate effectively both verbally and non-verbally. Students take appropriate responsibility for their actions and consider the impact on others. They work effectively with others, regardless of level of authority. Students advocate in an appropriate, respectful and responsible manner taking into consideration the complexity of each situation. They use proper channels for complaints, conflict resolution, and grievances. Students

demonstrate a willingness to receive feedback from faculty and agency field instructors, administrators, staff and colleagues in a positive and respectful manner.

Individual and Cultural Diversity Skills: Social work students provide care to all regardless of age, race, ethnicity, origin, sex, gender identity/expression, sexual orientation, physical or mental status, or other conditions. Demonstrate understanding of how own personal/cultural history, attitudes, and biases may affect understanding of and interactions with people different from oneself. Integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles.

Self-Care: Social work students recognize the signs of stress and emotional problems, develop appropriate means of self-care, and seek supportive services when necessary to minimize any adverse impact on scholastic and professional performance. Students must be willing to seek the advice of their faculty advisors and follow recommendations made by their advisors and/or faculty decisions regarding the appropriate maintenance of their academic, physical, or psychological health, which may include assessment and/or therapeutic services.

Professional Dress and Behavior: Social work students behave professionally by practicing within the scope of social work, being punctual and dependable, completing coursework and practicum assignments on time, understanding and following their practicum dress code, prioritizing tasks, and adhering to the NASW code of ethics.

Professional Ethics and Integrity: Social work students use the NASW code of ethics as the foundational guide when it comes to working with clients, communities, and other professionals. They comply with all applicable ethical and legal standards for privacy and confidentiality as they relate to any and all communications made in

connection with their field placements. Students work to adhere to the NASW Code of Ethics and seek out appropriate supervision and guidance from the Director/ Assistant Director of Field Education, field liaisons, BSW and MSW agency field instructors and faculty when facing ethical challenges. Social work students behave honestly and in a trustworthy manner with respect to all duties performed in connection to the classroom and field placements.

Technology Skills: Social work students effectively use technology required to complete all coursework and practicum related assignments, including Sonia and Moodle software.

Attendance: Social work students meet the attendance requirements of program courses and field placements. This includes arriving on time, demonstrating presence, engaging in the work at hand, and remaining for the duration of course or practicum time.

Motor Abilities: Social work students need to have sufficient ability to participate in classes and field agency placement, and to acquire and integrate data and knowledge through use of their senses

UNIVERSITY OF MONTANA DISABILITY SERVICES FOR STUDENTS (DSS):

Services and reasonable educational accommodations are available to students covered under the Americans with Disabilities Act. Additional information is available on University of Montana's Office for Disability Equity website: <https://www.umt.edu/disability/> Students who require accommodations are strongly encouraged to contact the ODE office at (406) 243 - 2243 or email ode@umontana.edu

Students who receive accommodations are strongly encouraged to discuss their needs with School Administration, appropriate Faculty including the Director/ Assistant Director of Field Education.

ACKNOWLEDGEMENT

I have read, understand, and agree to abide by the policies and standards set out in the School of Social Work Student Handbook, Field Education Manual, and Professional Standards: Essential Functions and Attributes for University of Montana Social Work program so that I may remain in good standing with the BSW or MSW program.

_____ I agree.

Student Signature

Date

Student Print Name

Date

Works Cited

- Essential Abilities and Attributes for Continuance in the School of Social Work* [Rutgers School of Social Work]. (2016-2018). Retrieved from http://catalogs.rutgers.edu/generated/ssw_current/pg20.html
- MSW Application Requirements* [Columbia School of Social Work MSW Application Requirements]. (2018). New York, New York. Retrieved from <https://socialwork.columbia.edu/wp-content/uploads/MSW-Application-Requirements-2018.pdf>
- MSW Student Manual* [NYU Silver School of Social Work]. (2018). Retrieved from https://socialwork.nyu.edu/content/dam/ssw/academics/msw/pdf/MSW%20Student%20Manual_2018.pdf
- Professional Standards: Essential attributes and functions of Pacific University MSW students* [Pacific University Social Work Program Practicum Manual]. (2018). Retrieved from <https://www.pacificu.edu/sites/default/files/Images/editors/2225/Field%20Manual%202018.pdf>

Appendix J. Acknowledgment of Risk

Field Education Program Affirmation and Acknowledgement of Risk

Student Information

Student Name

Student 790#

Emergency Contact Information

Emergency Contact Name

Emergency Contact Email

Emergency Contact Phone Number

Emergency Contact Relationship to Student

Affirmation and Acknowledgement of Risk

Students must carefully read the statements below and select "Yes" or "No" on the right side of each statement, indicating that they have read, understood, and agreed to them.

- I acknowledge that all risks cannot be prevented and could result in my bodily injury, including death. I agree to assume those risks beyond the control of University faculty and staff. I agree that it is my responsibility to understand and follow the Practicum Site's policies and procedures designed to identify and control risks, including safety and security procedures and bloodborne pathogen policies, and to obtain any immunizations which the Practicum Site may recommend or the University require. I am otherwise capable, with or without accommodation, of participating in this practicum.
- I acknowledge that engaging in this activity may require a degree of skill and knowledge different from other activities and that I have responsibilities as a participant. I acknowledge that the UMSSW Faculty have been available to more fully explain this activity's nature and physical demands and the inherent risks, hazards, and dangers associated with this activity.
- I acknowledge that participation in this activity is purely voluntary, no one is forcing me to participate, and I elect to participate despite and in full knowledge of the inherent risks.
- I acknowledge that the novel coronavirus, COVID-19, has been declared a worldwide pandemic by the World Health Organization (WHO). I acknowledge that COVID-19 is highly contagious and is believed to be spread mainly through person-to-person contact. I further acknowledge that participating in this practicum during the pandemic increases the possibility of my exposure to COVID-19, and the risk of infection cannot be eliminated.
- I acknowledge that there are certain risks inherent in my participation in this practicum or clinical education experience, including, but not limited to, risks arising from:

- Driving to and from the practicum site or while in the course of practicum or clinical experience activities;
 - Unpredictable or violent behavior of specific client populations served by the practicum or clinical site;
 - Exposure to infectious diseases, including tuberculosis or other airborne pathogens (e.g., COVID-19) and hepatitis, HIV, or other bloodborne pathogens.
- I affirm that I understand the nature of clinical practicum or clinical experiences involving regular engagement in on-site, in-person practicum, or clinical education activities in my assigned setting.
 - I assume my responsibility for physical fitness and capability to perform the activities involved in any practicum or clinical education courses and sections I am registered for (check all that apply below). I understand if I have any questions as to whether a physical or medical condition would prevent my full participation in any of the courses mentioned above, I should approach my practicum/clinical coordinator or director, the course instructor, or the University Office for Disability Equity who will discuss possible accommodations. I will notify my primary course instructor or faculty of any accommodations recommended by UM's Office for Disability Equity (ODE).
 - I consent to such treatment if I require emergency medical treatment due to an accident or illness arising during the practicum or clinical experience. I acknowledge that the University of Montana does not provide student health and accident insurance. I agree to be financially responsible for any medical bills incurred due to emergencies or other medical treatments. I will notify my practicum/clinical instructor, coordinator or director, and my course instructor if I have medical conditions about which emergency personnel should be informed.
 - I had fully informed myself of the contents of this affirmation by reading it before I signed it. I am of lawful age and legally competent to sign this affirmation and acknowledgment.
 - I have had the opportunity to review the UMSSW field placement safety checklist and/or will review it with my practicum agency supervisor during onboarding.
 - I certify that I have completed the free World Health Organization (WHO) course on Six Ways to Protect Yourself from COVID-19 and uploaded either a Certificate of Participation OR a screenshot of successful course completion to this form.

By signing, I _____ affirm that I have read and fully understand the

Print Name

acknowledgment of each risk on _____.

Date

Student Signature

Appendix K. Field Education Orientation Checklist, Supervision Overview, Topics, and Agenda

MSW Field Placement – Orientation Checklist

A guide to things you may need to complete within the first two weeks of your practicum placement

Introductions & Orientation

- ☐ Introduce yourself to all staff at your site/agency and across programs; not only those who are actively involved in field education.
- ☐ Share your name, office location, and placement schedule with key staff members.
- ☐ Get a tour of the physical layout of the agency/organization.
- ☐ Make sure you have a workspace that includes a computer, a phone, and a place to keep confidential information.
- ☐ Review important logistical details like dress code, bathroom location, staff room, lunch breaks, parking, mailboxes, and the need for any identification or name tags.
- ☐ Review electronic communications expectations including: how frequently to check e-mail and expected timeliness of response; personal use of email, cell phones, and social media.
- ☐ Learn telephone protocol: how to answer, use voicemail system, etc.
- ☐ Review safety procedures and emergency protocols for both the workplace and any community-based work or home visits.
- ☐ Receive an overview of how paperwork and documentation are handled, including time frames and deadlines.
- ☐ Review specific information about confidentiality and potential disclosures of confidential information with your AFI. If in a clinical setting, HIPAA regulations should be reviewed.
- ☐ Ask for clarification or additional information about any of the orientation items listed above that the AFI conveys to you, or other areas you identify as helpful to you in becoming familiar with the organization.

Organization Overview – Student

- ☐ Review the organization's staffing patterns and roles, services offered, populations served and funding sources.
- ☐ Review the agency mission, organizational chart, policies, procedures, and program budget overview.
- ☐ Find the answers to the following: What is this organization's purpose? Who does it serve and who is eligible for services? What is the role of a social worker? What is the role of the social work student? What is the community context for this work? How is the agency funded?
- ☐ Have your Agency Field Instructor help you identify other people in the organization who they believe would be good for you to get to know or interview.
- ☐ Consider creating a map that illustrates how people flow through the organization and begin to picture your role – where you are in the picture – and who you might need to learn more about.
- ☐ Ask your AFI about readings or materials to review that would be relevant to the field placement.

Organizational Culture & Agency Norms – Student

- ☐ Ask your AFI: What are the professional and cultural norms for the organization? How are interns

expected to demonstrate these norms? (Examples: dress code, hours, sick time, other time off, social media use, who and when to call if you will be late or out unexpectedly)

Field Placement Logistics: Supervision, Meetings & Documentation – Student

- Schedule your weekly supervision times, staff meetings, and any other standing commitments with Field Instructor/Task Supervisor
- Begin conversation about supervision structure and how you plan to collaborate on documenting supervision, setting agenda and determining content
- Start drafting your Learning Agreement and discuss learning activities for each competency and practice behavior with your AFI and get their input (the Learning Agreement is due by week 4 of the semester)

The University of Montana

Social Work Practicum Checklist

Before Interview

- ☐ Update resume
- ☐ Update cover letter
- ☐ Research agencies
- ☐ Review scheduling needs/ conflicts
- ☐ Professional Dress (even if the interview is online!)
- ☐ Prepare several questions for interview

During Interview

- ☐ Be on time! (10 minutes early; be early for online meeting and ensure technology works)
- ☐ Bring printed resume for interview OR share resume before the interview via email
- ☐ Professional Dress (even if interview is online!)
- ☐ Ask questions you have for the agency
- ☐ Take a deep breath, relax, you got this!

After Interview

- ☐ Thank you email
- ☐ Possible follow up email (week later)
- ☐ Once agency confirms placement, email UMSSW Field Team
- ☐ **Create Placement** in Sonia through the Placements Tab
- ☐ Complete SONIA Practicum Forms
 - ☐ Memorandum of Understanding (MOU)
 - ☐ Essential Skills Agreement
 - ☐ Practicum Acknowledgment of Risk Form
 - ☐ Learning Agreement (will be discussed in SW 487, SW 576 or SW 578; to be completed after start of semester and no later than week 4 of the semester)

Important Dates to Remember

- ☐ Practicum Application – check emails for due date!
- ☐ Secure Practicum no later than week 1 of the fall semester
- ☐ Practicum Forms due no later than week 4 of the semester

GETTING THE MOST OUT OF SUPERVISION

- Make sure you have a set time for your weekly meetings – this allows you to build a relationship with your supervisor and ensures you have a time scheduled into your calendar!
- Come prepared! Throughout your week track down topics, issues, situations, questions etc. and bring them to supervision
- Have an agenda
- Allow yourself to be vulnerable – talk about your struggles and challenges within practicum and what comes up for you
- Ask for feedback
- Ask for support
- Integrate your learning agreement into supervision meetings on a regular basis

SUGGESTED TOPICS FOR SUPERVISION (Administrative, Educational, Supportive)

- Thorough orientation to the agency, employees, standard operations & policies, dress code, etc.
- Professional boundaries with co-workers and clients
- Safety at practicum
- Communication, styles of communication, active listening
- Learning styles
- Developing confidence and competence
- Discussion of current or past courses taken and how they might connect to practicum tasks and experiences
- Social work theories, approach or models and their translation into the “real world social work practice”
- Emotional needs and support, e.g. feeling overwhelmed taking in an abundance of new information, facing social justice issues firsthand
- Stage of Change discussion (Engagement, Assessment, Planning, Intervention, Evaluation, Termination)
- The NASW Code of Ethics, broken down in sections and applied to current practicum situations, hypothetical situations, or past client/agency situations
- Confidentiality issues, HIPPA
- Use of technology at practicum
- Journal articles or readings that relate to the practicum placement or populations served at the practicum agency
- Use of journaling to process feelings in practicum
- Transference and Counter-Transference issues that may develop when working with clients
- Self-Disclosure with clients (when to and when not to)
- Current events, federal or state level policies and legislation affecting clients/ agency/ service delivery
- Diversity, equity, and inclusion and anti-racist principles within the agency and when working with

clients

- Burnout and compassion fatigue/ secondary trauma (signs and symptoms, ways to mitigate and respond)
- Self-care
- Colleague relationships in the practicum setting
- Resources and referrals
- Effects of bureaucracy on service delivery and clients
- Positive feedback, constructive criticism and clear expectations
- Dealing with conflict
- Reviewing the learning agreement and ensuring competencies are met

SAMPLE SUPERVISION AGENDA

Supervision Agenda (Date):

Questions I Have (Supportive; Educational; Administrative):

Resources I May Need (Supportive; Educational; Administrative):

Particular Cases or Projects (Consider bringing relevant materials):

Integration of Course Materials:

Review Learning Agreement/ Social Work Competencies:

Goals and Objectives for next week:

Decisions and Plans Made:

Appendix L. The Social Work Practicum Learning Agreement -

Everything you need to know and more

1. What is the Learning Agreement and why do I need it for my practicum?
 - The Council on Social Work Education (CSWE) created a set of Core Competencies for all social work students in accredited programs. As described in the 2022 Educational Policy and Accreditation Standards: *“Competency-based education is an outcome-oriented approach to curriculum design. The goal of the outcome-oriented approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In the EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that consist of knowledge, values, skills, and cognitive and affective processes.”*
 - Practicum gives you the opportunity to integrate classroom knowledge and theory into hands-on social work practice; the learning agreement will be your action plan to ensure that the Core Competencies and Practice Behaviors set by CSWE are being met during your practicum experience.
 - As a **BSW student** in the UM School of Social Work program, you are being prepared to become a generalist social work practitioner, meaning once you graduate, you will have the ability to view social problems and human development from broad ecological, strengths-based, and diversity perspectives. The learning agreement helps you be intentional about developing in a comprehensive way.
 - As a **MSW student** in the UM School of Social Work program, you are being prepared to become an advanced integrated social work practitioner, meaning once you graduate you will have the ability to view social problems and human development from broad ecological, strengths-based, and diversity perspectives and engage individuals, families, groups, organizations, and communities in the process of strengthening personal capacities, social programs, and public policies. The learning agreement helps you be intentional about developing in a comprehensive way. The learning agreement for first year MSW students (generalist year) will focus on the nine core competencies and behaviors as created by CSWE. The learning agreement for second year MSW students (specialization year) will focus on UMSSW program specific and enhanced behaviors.
 - **Advanced Standing MSW student** in the UM School of Social Work program are being prepared to become advanced integrated social work practitioners, meaning once you graduate you will have the ability to view social problems and human development from broad ecological, strengths-based, and diversity perspectives and engage individuals, families, groups, organizations, and communities in the process of strengthening personal capacities, social programs, and public policies. Students in the Advanced Standing program only complete the specialization year learning agreement which will focus on advanced competencies and UMSSW program specific and enhanced behaviors.
2. How to get started?

Step 1: Create a list of all the tasks you will be doing in your practicum. Ask your AFI for a practicum position description that provides an overview of the main tasks and responsibilities you will be taking on. What does the agency expect of you? What is it that you want to learn? Five years from now, what do you hope to do, and what do you want this practicum to prepare you for?

Step 2: Review the sample learning agreements which can be found on your Sonia landing page (right hand side under documents). Read through the sample to get a better idea of the suggested activities for each practice behavior and ways of measuring and evaluating learning activities. What learning activities apply to your practicum setting and context? Are there remote learning activities (webinars, online meetings or trainings, telehealth work) you can include here?

Step 3: Go back to your original list and plug those ideas into the learning agreement.

Step 4: Identify the gaps in your learning agreement. For example, you have plenty ideas for engagement, assessment, intervention and evaluation with your client group, but not much on policy analysis. Start brainstorming ways to fill in the gaps and don't hesitate to ask your Agency Field Instructor (AFI) or Field Liaison for additional ideas.

Step 5: Consider feeding two birds with one seed aka using some of your course work for your practicum! **Go to your class syllabi** and look through them: Are you being asked to do a policy analysis in your papers? Do you have a research assignment in one of your classes? If so, double dip.

Step 6: Brainstorm with your AFI ways you can develop competency in these gaps and make sure you gain approval from your AFI for specific projects.

Step 7: Include alternative and remote learning activities and tasks in the learning agreement to address possible consequences of COVID-19 on your in-person learning goals.

3. Turning the Learning Agreement into a meaningful tool.

- Find ways to integrate your learning agreement in your day-to-day learning activities at your practicum site, e.g., make it a habit to bring it to your weekly supervision meetings for review.
- Print a hard copy of your learning agreement and carry it with you to review during supervision on a regular basis, write notes on it and use it as a field diary, amend it and track down activities/learning goals you haven't captured yet. Keep in mind that changes made on the hard copy need to also be made in Sonia.
- Use it as a tool to advocate for what you need in practicum!

4. Learning Agreement and end-of-semester evaluations

- Your AFI will evaluate your performance twice during the two semesters of practicum: at the end of your first semester (roughly around 225 hours) and at the end of your second semester (when you have reached the required 450 hours).
- The evaluation is based on your performance and completion of the practicum activities identified in your BSW/MSW Learning Agreement (which addresses CSWE's core competencies and the related practice behaviors; in the MSW Concentration Year there are additional practice competencies specific to UM's Advanced Integrated Practice curriculum).
- You are encouraged to meet with your AFI before the mid-term and final evaluation and site visit to discuss your progress and/or areas in need of continuous growth in some of the practice behaviors;

that way your AFI can accurately assess their performance.

- There is no grade attached to your first semester evaluation (you will receive an “N” – In Progress) and AFIs evaluate student performance utilizing a 1-5 competency-based rating scale measuring student progress against the accomplishment of each of the practice behaviors. For more information about practicum grades, review your Practicum Manual.
- It is your responsibility to coordinate all site visits with the AFI and the Field Liaison to take place at the practicum agency or via Zoom (depending on student/AFI/Field Liaison preference); you will receive instructions via email throughout the semester to schedule these meetings.
- At the end-of-semester site visit with your AFI and Field Liaison, the completed evaluation and your progress will be discussed, and all parties will sign the evaluation via Sonia.

5. Learning Agreements and SONIA

- You will complete your learning agreement through your online Sonia account (located in the FORMS tab) by the fourth week of the semester.
- You can print a hard copy from Sonia (print in landscape mode). Changes made on the hard copy need to also be made in Sonia.
- Once you have completed the first draft, the learning agreement is then submitted via Sonia to your AFI for review and approval.
- SAVE the document regularly! SUBMIT when initial draft is done! Saving the document does not pass it on to your AFI – it has to be submitted!
 - If the AFI approves, the learning agreement is sent to the Field Liaison.
 - If the AFI does not approve and/or suggests changes, you should visit with your AFI in person and discuss what additional learning opportunities you might want to include in the learning agreement before submitting it again.
- Once your learning agreement has been approved by your AFI, it is submitted via Sonia to the field liaison for final approval.
- The approval process is similar for the semester 1 and semester 2 evaluation.

Appendix M. Interruptions for Field Education Policy

University of Montana School of Social Work (UMSSW) Policy for Interruption of Field Placement due to National or Local Events

UMSSW has developed a plan to address temporary disruptions to students' social work field placements caused by national or local events such as communicable diseases, natural disasters, and/or civil unrest.

If students are advised by their agency, supervisor, and/or government not to attend their field placement or if safety concerns warrant a temporary disruption, they should immediately consult with both their UMSSW Field Liaison and their Agency Field Instructors (AFIs).

In an effort to fulfill the 6000 practicum hour requirements and educational competencies during temporary field placement stoppages, we are providing alternative field learning activities that can be completed off-site.

This policy is meant to address short-term field placement disruptions, with a maximum of 30 days. If the stoppage continues beyond that period, the UMSSW Field Education Program will review it to determine the most appropriate response to support students in completing their field placement requirements.

Alternate Learning Activities

Agency Field Instructors should assign students off-site alternative field learning activities that the student may complete during a temporary field disruption. Examples of alternative field learning activities are listed below.

- **Supervision:** Weekly supervision using Zoom or other teleconferencing applications.
- **Meetings with individuals, families, and groups** utilizing teleconferencing applications that can be accessed via computer, tablet, and/or telephone, provided teleconferencing applications meet any agency requirements regarding HIPPA and/or confidentiality.
- **Training(s) for Agency:** develop training(s) that will benefit the agency (ex -self-care, ethics, etc.)
- **Groups/Workshops for Clients:** develop curriculum for future implementation with clients (ex -life skills, grief, trauma, domestic violence, etc.)
- **Written Materials for Clients or Community:** develop handouts, flyers, or brochures (e.g., explaining voting rights, informed consent policies, etc.).
- **Organizational Policy Review:** review agency policies with suggestions/recommendations where appropriate (ex- safety policies, diversity policies, use of social media, utilization of technology, etc.)
- **Legislative Policy Review:** review relevant laws and policies impacting the population students work with (ex- Indian Child Welfare Act, Family First Prevention Act, Homeless Camping Bans/ Ten Year Plan to End Homelessness, etc.) and provide a synopsis of key takeaways or prepare advocacy materials (letter to editor, develop key talking points, etc.)
- **Literature Review:** conduct a literature review on a specific topic relevant to field placement (ex- effectiveness of an intervention, how the interruption of services impacts mental health or economic stability, etc.)

- **Grants:** research potential grant opportunities and/or prepare aspects of the grant writing.
- **Community Networking/Resource Development:** teleconference with various service providers, participate in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.
- **Complete online training(s):** complete assigned training(s)/ webinar(s) and provide a certification of completion and/or a short-written reflection and/or prepare a presentation to disseminate knowledge gained.
 - Talk to your AFI about recorded webinars they have available about your practicum population/ focus
 - The Center for Children, Families, and Workforce Development offers excellent training modules on a variety of topics: <http://health.umt.edu/ccfwd/training/default.php>
 - Listen to the social work podcasts/ Ted Talks relevant to social work practice and social justice issues: <http://socialworkpodcast.blogspot.com/>

Agency Field Instructors may come up with other activities or training(s) besides those listed on this page. **All activities should be pre-approved by the student's agency supervisor.**

Confidentiality and the Use of Technology

All students must comply with relevant laws, regulations, ethical standards, and organizational policies to ensure clients' confidentiality. **Students and agencies are encouraged to utilize the standards listed in the [Technology in Social Work Practice guide](#) to inform** their use of technology. While each agency should develop their own protocols around the use of technology and confidentiality, the following best practices should be followed by all students:

- Take reasonable steps to maintain appropriate boundaries when using personal phone numbers or other electronic communication. For example, consider temporarily hiding your caller ID through your phone's settings when making outgoing calls.
- Position web cameras so that others can only see your face- all visible confidential data should be removed from the camera view.
 - Conduct all sensitive conversations in a private space. Be mindful that family members or bystanders may overhear portions of your discussions.