

**UNIVERSITY OF MONTANA
SCHOOL OF SOCIAL WORK
BSW HANDBOOK**

2023-2024

UNIVERSITY OF MONTANA





Jeannette Rankin Hall, University of Montana

The University of Montana

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2023-2024

BSW STUDENT HANDBOOK

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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 "Ashley Trautman". The signature is fluid and cursive, with a long horizontal line extending from the end.

Ashley Trautman, MSW, JD
Chair / Associate Professor
School of Social Work

School of Social Work Mission Statement

The mission of the UM School of Social Work at The University of Montana is to effectively engage in activities integral to preparing skilled baccalaureate and master's level social work practitioners, while promoting more just and humane social structures and outcomes within Montana, the United States, and internationally.

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

Reed Humphrey, Dean, College of Health	SB 344
Jennifer Geist-Quigley, Director of Operations	SB 340
Mary Farrar, Budget Analyst II	SB 350
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

Ashley Trautman, MSW, JD	Department Chair	JRH 004
Amanda Cahill, MSW, LCSW	MSW Director	JRH 109
Deanna Cooper, MSW, LCSW	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	JRH 115
Mary-Ann Bowman, LCSW, Ph.D.	JRH 011
Amanda Cahill, MSW	JRH 109
Logan Cook, LCSW, LAC	JRH 115
Deanna Cooper, MSW, LCSW	JRH 010
Co Carew, MSW, Ph.D.	JRH 110
Sarah Fielding, MSW, LCSW	JRH 115
Laura Guay, MSW	JRH 115
Katie Karas, MSW, LCSW	JRH 021
Jessica Liddell, MSW, MPH, Ph.D.	JRH 012
Jen Molloy, MSW, PhD	JRH 116
Phyllis Ngai, Ph.D.	Eck Hall
Ashley Trautman, MSW, JD	JRH 004
Katharina Werner, MSW, LCSW	JRH 023
Sarah Reese, LCSW, Ph.D.	JRH 025/026

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	Kimberley Garner	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

Staff

Heidi Holzer	Primary Advisor	JRH 013
Kinsey Webb	Program Coordinator	JRH 004
Tomas Hernandez	Field Ed. & 2+2 Student Support	JRH 009
Neil Carson	Operations & Finance Manager	JRH 004

Policies

Professional, Academic and Non-Academic Conduct Policies

Policy Statement Regarding Abilities and Attributes

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.

Policies for Review of Student Performance

If a student's behavior is deemed to be in violation of the expected standards of academic and/or non-academic conduct, the following process will occur:

1. The faculty will comply with all procedures as detailed in the University of Montana Student Code of Conduct.
2. In cases not referred directly for investigation by the Dean of Students, the student's academic advisor and/or Chair of the School of Social Work will meet with the student to identify concerns regarding violation of personal and/or professional standards. The student will be informed that the full faculty or an Ad Hoc Review Committee of the Faculty will be meeting to review and discuss the concerns.
3. The Social Work faculty or Ad Hoc Review Committee will meet and discuss the concerns and possible courses of action. The student will have the right to address the faculty, with a personal representative of the student's choice present. The possible faculty recommendations include the following:
 - a. No action.
 - b. A plan and timeline for corrective action by the student. Student Support Plan in place of "A plan."
 - c. Recommendation to the Dean of CHPBS for dismissal from the social work program.
4. The student will be informed in writing of the faculty recommendations.

The student has the right to appeal the decisions of the faculty, as outlined in the UM student grievance policy.

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 in all courses is 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

The grade of Incomplete (I) is a temporary grade assigned to students who have not completed course work due to extraordinary circumstances beyond the student's control. Students requesting an incomplete must request the grade with the instructor and determine the materials to be submitted with a completion deadline listed. Please note, students must complete any incomplete courses prior to the start of the next term. At the time the student turns in incomplete course work, the course instructor will complete a Change of Grade form. It is the responsibility of the course instructor to turn in the Change of Grade form to the School of Social Work for processing.

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.

Life Experience

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

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 teachers 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).

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 writing or calling the Office of Campus Security (406) 342-6131 or the Office of the Vice President for Student Affairs (406) 243-5225, the University of Montana- Missoula, Missoula, MT 59812.

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:

1. 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.

2. 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.
3. 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:
 - a. University personnel for legitimate purposes and to the extent required in the ordinary course of the performance of their duties.
 - b. 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.
 - c. In compliance with judicial order or any lawfully issued subpoena upon condition that the student is notified of compliance.
 - d. In connection with a student's application for or receipt of financial aid.
4. 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.

5. 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.
6. 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-Missoula is committed to a program of equal opportunity for education, employment and participation in University activities without regard to race, color, sex, age, religious creed, political ideas, marital or family status, physical or mental disability, national origin or ancestry, or sexual orientation.

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 Equal Opportunity and Title IX](#) website. Students may also contact the [Montana Human Rights Bureau](#).

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 UMT for Students](#) website.

[ASUM Services](#)

[Experiential Learning and Career Services](#)

[Curry Health Center](#)

[Office for Disability Equity](#)

[Global Engagement Office](#)

[Mansfield Library](#)

[NASW- Student Membership](#)

[Office of Student Success](#)

[Payne Family Native American Center](#)

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

[Student Technology at UM](#)

[Writing and Public Speaking Center](#)

[Financial Aid](#)

[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 Campus BSW Program and a 2+2 Distance BSW Program. The 2+2 BSW Program partners with ten different tribal and rural colleges across Montana, working together to seamlessly transition into upper-division coursework for students with an Associate of Arts Degree to finish their Bachelor of Arts Degree through UM. This program offers the opportunity for students who stay in their community to earn their Bachelor's Degree and complete their practicum in their home community. The requirements for both programs are the same. Please reference the individual college pre-advising forms in the appendix to see which classes are prerequisites.

The colleges UMSSW is currently in agreement with are:

[Aaniiih Nakoda College](#)

[Blackfeet Community College](#)

[Chief Dull Knife College](#)

[Flathead Valley Community College](#)

[Fort Peck Community College](#)

[Great Falls College-MSU](#)

[Helena College](#)

[Miles Community College](#)

[Montana Tech-Highlands](#)

[Stone Child College](#)

****Students may continue to take courses at their home college and may need to fill out a [consortium agreement](#) for Financial Aid.**

Goals and Objectives

1. Build on the liberal arts perspective in preparing generalist social work practitioners who possess the requisite ethical, value, knowledge, and skill base for effective practice at local, state, tribal, regional, national, and global levels.
2. Promote informed citizen participation in addressing issues of social and economic justice, particularly when disadvantaged populations are involved.
3. Faculty provide service at the local, state, and national levels. Faculty conduct research and scholarly activities related to analyzing and addressing social problems, improved social work practice, and more effective approaches to educational preparation for the field.

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 [Cyberbear](#)), [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.

- 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 satisfactorily after two attempts will be referred to the Student Support team and may be required to wait a semester before enrolling again.

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

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 & SW 300. 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: Admitted into the BSW program via the formal application process & 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: Admitted into the BSW program via the formal application process & SW 350. 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: Admitted into the BSW program via the formal application process & SW 350. 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: Admitted into the BSW program via the formal application process & 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 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; summer dependent on student enrollment

Prerequisite: SW 487, approved for practicum placement & SW 360.

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: SW300, 350 and 360 and approved for practicum placement.

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 100, 200, 300, 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

Credits: 3

or

ECNS 101S Economic Way of Thinking

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***

or 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 the UM School of Social Work [Undergraduate Social Work Advising Worksheet](#) or [2+2 BSW Pre-advising Sheets](#) (See Appendix A).

Application and Admission into the Program

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. Applications are due on the last day of the spring semester. Students must meet the following admission criteria. Failure to do so will 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, with a combined GPA of 3.0
3. Completion of 5 of the 8 required extra-departmental courses

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 will be allowed to take 300-level social work courses.

1. Complete the [Application to Enroll in Upper Division Social Work Courses](#) at The University of Montana. *Please note* students are required to include a resume with their application.
2. Apply using the [Submittable](#) portal as provided in the Admissions section of the BSW website.

Applications will be reviewed after the final grades for the semester have been entered. For students in summer courses, admission may be granted as “provisional” pending the submission of final course grades. Students will be notified of their application status via email no later than a week before the beginning of the semester that the student plans to complete 300-level social work courses.

Bachelor of Social Work 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.

- [Gerontology Programs](#)
- [Human & Family Development Minor \(HFD\)](#)
- [International Development Studies Minor \(IDS\)](#)
- [Licensed Addiction Counseling](#)
- [Global Public Health Minor](#)
- [AHEC Scholars](#)

Bachelor of Social Work Specific Policies

Repeated Attempts of Core Social Work Courses

A student who has twice enrolled but not completed the direct-practice courses, SW 300, 310, 350, or 360, with the required passing grade is automatically placed on probationary status in the BSW program and may not enroll for a third time without permission of the BSW Director and the instructor of record. A student support plan may be initiated as indicated to support obtainable educational goals.

Student Support

Student Support efforts are in place to identify, address, and remedy issues that could negatively impact the 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 faculty member, usually their Advisor, Practicum Field Liaison, Distance Student Support staff, or the BSW Director.
- This Student Support alert 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 staff to develop a documented plan for remediation.
- If the pattern of concern continues, or warrants more formal attention, a Student Support meeting will be scheduled by the BSW Director, with advisor, other involved faculty, and student meeting to develop a Student Performance Plan to assist the student and provide clearly delineated areas of performance as they relate to professional behaviors and competencies.

A student's 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.

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 preceding list of abilities and attributes. 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 is demonstrably deficient in the following list of abilities and attributes.

- 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 faculty of the School will make judgments regarding such issues with recommendations for corrective action made to the Dean of the College of Health and the Dean of the Graduate School.

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.
- Demonstrable deficiency in the required personal and professional abilities and attributes.
- 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.

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 teacher, mentor, and supervisor.

This manual is designed to provide you with the essential information and forms for making your practicum a successful experience. Please read it thoroughly. Additionally, I would like to highlight an online resource, [Field Placement Anxiety](#) 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. I am here to assist you in finding a productive practicum that will offer you a rich learning experience and prepare you for advanced integrated 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

Mission, Goals, Core Competencies and Practice Behaviors

CSWE Curriculum Policy Statement Regarding Field Practicum

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.

Council on Social Work Education – 2022 Educational Policy & Accreditation Standards

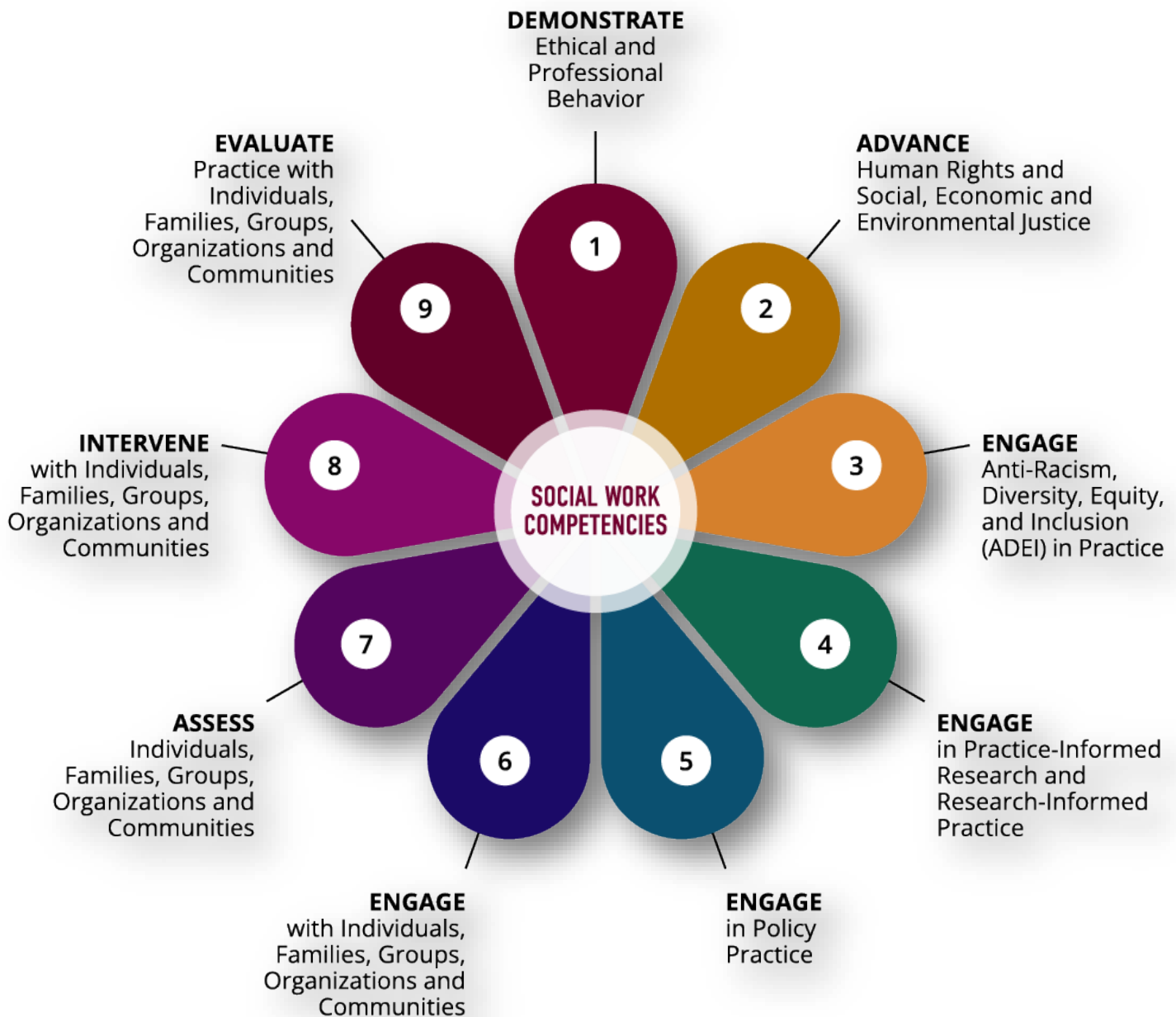
The Nine Social Work Competencies

The following competencies, dimensions, and behaviors inform the learning in practicum for students in their generalist year (year 1). Students in their specialization year (year 2) will focus on a set of ten competencies and advanced behaviors developed by the UMSSW with a focus on practice in rural and indigenous communities through an anti-racist and anti-oppressive lens.

“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.

Master’s programs extend and enhance the nine social work competencies, and any additional competencies added by the program, for each area of specialized practice. By extending and enhancing the competencies, programs provide master’s-level students with the four dimensions (i.e., knowledge, values, skills, and cognitive and affective processes) relevant to each area of specialized practice. A specialized competency description is developed to incorporate the four dimensions and specialized behaviors for each competency and any additional competencies added by the program “(CSWE, 2022 EPAS).



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 purposes 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. All practicum parties will use this program, including students, their agency field instructors, and field faculty. Students will use Sonia to identify practicum placement options, complete required practicum forms, and document hours. Students will receive a Welcome email before the beginning of the semester. They will begin the practicum with information on how to log in. Students will also receive email communication throughout the semester/year with instructions for forms/tasks that need to be completed through Sonia. If students have technical issues with Sonia, they should contact the Field Education Program member providing Sonia tech support.

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.

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 100, 200, 300, 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.
- 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 in to 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

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 as these placements require considerable time to identify and coordinate. Students may need to demonstrate fluency in a foreign language. 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 practicum placement and outreach process drivers. 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 must complete the required 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.**

Virtual Practicum Fair

Students are strongly encouraged to attend the annual Practicum Fair offered by the Field Education Program fully virtual in the spring semester. Partner agencies are invited to participate and provide information to students about learning and employment opportunities in their settings.

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. The student either requests an EBP application by sending an email to um.sw.fieldoffice@umontana.edu OR, for specialization year MSW students, they will be asked to complete a practicum plan that will automatically attach the required EBP form to their Sonia account.
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 31.
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.

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 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 (see Appendix B):

- Practicum Application
- Memorandum of Understanding of Roles and Responsibilities (MOU)
- Essential Skills and Functions Form
- Acknowledgment of Risk Form
- WHO Training Certificate (part of risk form)
- Application for Employment-Based Practicums (if needed)

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 B).

Changing Practicum Placements

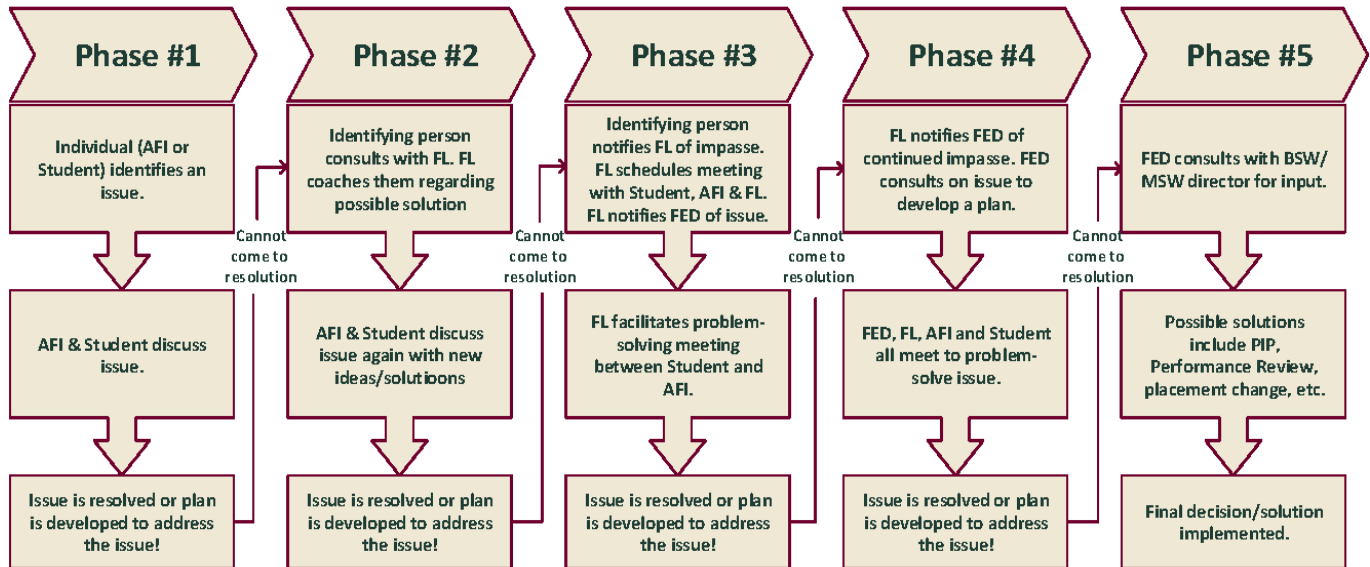
Unless there is an educationally sound reason for a change in placements, students are required to follow through on their professional commitment to the practicum agency and its clients and stay the entire academic year. Practicum change requests will generally not be considered throughout the first 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.



AFI - Agency Field Instructor
FL - Field Liaison
FED - Field Education Director

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 three 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.
- Utilize practicum software, Sonia, to approve student timesheets, approve and provide comments if needed to the student's learning agreement, and evaluate the student at the end of each semester.
- 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 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.
- Be in attendance at 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 of 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

Midyear Student Performance Evaluation

Near the end of the semester, the student will arrange for and attend the End-of-Semester Evaluation meeting with the Agency Field Instructor and Field Education Faculty. The student and the Agency Field Instructor will complete the Midyear Evaluation before the meeting with the student and Director or Assistant Director of Field Education. The midyear evaluation is qualitative and asks the student and AFI to reflect on several prompts, including areas of success, growth areas, learning goals for the second semester, use of supervision, and other feedback.

End of Practicum Student Performance Evaluation

At the end of the practicum, the student will arrange for and attend the Final Evaluation and site visit meeting with the Agency Field Instructor and Field Education Faculty. The Agency Field Instructor will complete the End of Practicum Evaluation before meeting with the student and Field Education Faculty. The Agency Field Instructor will provide a numerical rating for each practice behavior and comments on the student's practicum performance and development in each of the competencies and practice behaviors evaluated via a competency rating scale (1-5):

- (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 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 will compute the total score (a CR/NCR threshold). Agency Field Instructors will have the opportunity to comment on the total score and associated grade.

Field Education Faculty will review the evaluation comments and scores by the Agency Field Instructor along with progress and recommendations noted. The Director or Assistant Director of Field Education is responsible for recommending the final evaluation grade.

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.

Appendices

Appendix A. Bachelor of Social Work

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 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.

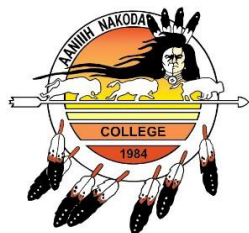
<u>Course</u>	<u>Course Name</u>	<u>Credits</u>	<u>Semester</u>	<u>Grade</u>
1. BIOB 101N or PSYX 250N	Discover Biology Fund. Of Bio Psychology	3	_____	_____
2. ECNS 101S or ECNS 201 or ECNS 202	Economic Way of Thinking Principles of Microeconomics Principles of Macroeconomics	3	_____	_____
3. PSCI 210S	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)

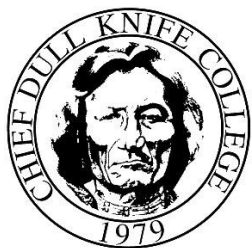
Social Work Pre-Requisites

<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 Reservation	3	_____	_____
OR				
ECNS 201	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

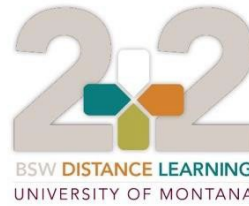
<u>Course</u>	<u>Course Name</u>	<u>Credits</u>	<u>Semester</u>	<u>Grade</u>
SS 152	Social Problems/Social Welfare	3	_____	_____
AD 253*	Case Mgmt & Commun. Resources	3	_____	_____

*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	_____	_____



FORT PECK COMMUNITY COLLEGE

Empowering Minds. Changing Lives.



**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	_____	_____
SOCI 101	Introduction to Sociology	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	_____	_____

APPLICATION TO ENROLL IN UPPER DIVISION
SOCIAL WORK COURSES AT THE UNIVERSITY OF MONTANA

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 the last day of the semester 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 <http://www.umt.edu/eo/titleix/notice.php> for our full Non-Discrimination statement.

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.

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, with a GPA of 3.0.
3. 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.

- Five of the eight 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 x 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.

Course	Instructor	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 B. Field Education



Field Education Program BSW Practicum Application

Student Information

First Name:



*

Last Name:



*

Preferred Name:



Please Share Pronouns (he/him, she/her, they/them, other):



Student ID (790xxxxxx):



*

Cell Phone:



*

Street Address:



*

City:



*

State:



*

Zip Code:



*

Professional Experience

Please upload a copy of your résumé, including past and current work and volunteer experiences. This résumé should be up-to-date, professional, and ready to share with practicum organizations. For additional support with your resume, review the resources in the Field Education Orientation or visit [UM's Career Services Staff](#).

Résumé



*

[Browse](#)

Areas of Social Work Interest

Please select at least **three** areas of social work interest.

- ☐ Advocacy/Policy Practice
- ☐ Aging
- ☐ Case Management
- ☐ Child Welfare
- ☐ Children & Youth
- ☐ Community Organizing
- ☐ Corrections/Criminal Justice
- ☐ Disability Rights & Advocacy



- ☐ Domestic & Sexual Violence Work
- ☐ Family Services
- ☐ Food Insecurity
- ☐ Group Work
- ☐ Health/Medical Social Work
- ☐ Higher Education/Campus-based Services
- ☐ HIV/AIDS
- ☐ Hospice/Death & Dying

- ☐ Housing/Homelessness
- ☐ LGBTQ+
- ☐ Mental Health
- ☐ Program
- ☐ Development/Management
- ☐ School Social Work
- ☐ Substance Use/Addictions
- ☐ Veterans
- ☐ Women's Issues
- ☐ Other (please indicate below)



Other:



Personal Assessment

This assessment will highlight the social work knowledge and skills you already have and will help you understand what skills you will need to develop. It will also give the Field Education Team insight into your needs and strengths to ensure appropriate placement at a practicum agency.

Knowledge of social work ethics and values.

☐ I have never done this ☐ I need more practice ☐ I can do this adequately ☐ I am very capable  *

Knowledge of social work theories.

☐ I have never done this ☐ I need more practice ☐ I can do this adequately ☐ I am very capable  *

Identify the goals and purpose of an agency.

☐ I have never done this ☐ I need more practice ☐ I can do this adequately ☐ I am very capable  *

Knowledge of community resources, formal/informal.

☐ I have never done this ☐ I need more practice ☐ I can do this adequately ☐ I am very capable  *

Make a formal assessment of a client.

☐ I have never done this ☐ I need more practice ☐ I can do this adequately ☐ I am very capable  *

Write goals and objectives for intervention.

☐ I have never done this ☐ I need more practice ☐ I can do this adequately ☐ I am very capable  *

Measure outcomes.

☐ I have never done this ☐ I need more practice ☐ I can do this adequately ☐ I am very capable  *

Provide short-term case management.

☐ I have never done this ☐ I need more practice ☐ I can do this adequately ☐ I am very capable  *

Understand the dynamics of groups.

☐ I have never done this ☐ I need more practice ☐ I can do this adequately ☐ I am very capable  *

Understand/Provide crisis intervention.

☐ I have never done this ☐ I need more practice ☐ I can do this adequately ☐ I am very capable  *

Understand and demonstrate interviewing skills.

☐ I have never done this ☐ I need more practice ☐ I can do this adequately ☐ I am very capable  *

Supervision/management skills.

☐ I have never done this ☐ I need more practice ☐ I can do this adequately ☐ I am very capable  *

Fundraising skills.

☐ I have never done this ☐ I need more practice ☐ I can do this adequately ☐ I am very capable  *

Experience with grant writing.

☐ I have never done this ☐ I need more practice ☐ I can do this adequately ☐ I am very capable  *

Ability to engage diversity and difference in practice.

☐ I have never done this ☐ I need more practice ☐ I can do this adequately ☐ I am very capable  *

Knowledgeable about changing policy.

☐ I have never done this ☐ I need more practice ☐ I can do this adequately ☐ I am very capable  *

Practicum Placement Interests

Please list three agencies you are interested in following up with during your practicum search.


 *

 *

 *

Other Considerations

What city/town will you be residing in during your practicum?

 *

In which city/town do you prefer to complete your practicum?

 *






Do you have reliable transportation for practicum?

☐ Yes ☐ No  *

Are you considering your current place of employment for practicum?

☐ Yes ☐ No  *

Social Work Prerequisites for Practicum


<u>Course</u>	<u>Grade</u>	<u>Semester Taken</u>	<u>Year Taken</u>
SW 100- Intro to Social Welfare	<input type="text"/>	<input type="text"/> ▼	<input type="text"/>  *
SW 200- Intro to Social Work Practice	<input type="text"/>	<input type="text"/> ▼	<input type="text"/>  *
SW 300- Human Behavior & Social Env.	<input type="text"/>	<input type="text"/> ▼	<input type="text"/>  *
SW 350- Social Work Intervention Methods	<input type="text"/>	<input type="text"/> ▼	<input type="text"/>  *
SW 360- Social Work Intervention Methods II	<input type="text"/>	<input type="text"/> ▼	<input type="text"/>  *

GPA Requirements to begin Practicum

1. Overall GPA of 2.75 (includes transfer credits) **or 3.0 GPA in last 45 credits;**

2. Social Work GPA of 3.00.


Class Standing

 ▼  *

Overall GPA: (Includes transfer credits)

  *


UM GPA:

  *

SW GPA:

  *

Other Universities/Colleges Attended:

Expected Graduation Date

(semester all graduation requirements will be completed):

   *


Field Readiness Questions

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 UMSSW Field Education Program requires incoming practicum 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 before 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 and practicum. However, it may affect practicum placement opportunities. Therefore, students are expected to report any record as well as any arrests or criminal charges during their time in the program to the Chair of the School of Social Work, the Director of Field Education, or the student's faculty advisor. Minor traffic offenses are not required to be reported.


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.

☐ Yes ☐ No  *



Is there anything in your history that may prevent you from passing a Criminal Background Investigation Check? If yes, please explain.

☐ Yes ☐ No  *



Do you understand that the abuse or dangerous use of alcohol and other drugs, which interferes with your performance, is a reason for dismissal from the UMSSW Field Education and BSW program and for refusing to approve your graduation for a social work major?

☐ Yes ☐ No  *

Do you understand that you are expected to report any arrests or criminal charges while in the UMSSW Field Education Program?

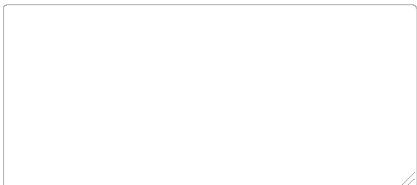
☐ Yes ☐ No  *

Do you understand that a student's personal, emotional, mental, or behavioral problems that could place social work clients at risk of physical or psychological harm are a reason for dismissal from the social work major?

☐ Yes ☐ No  *

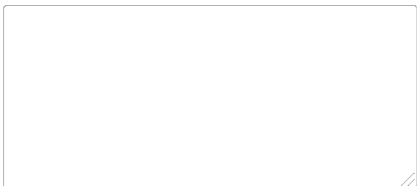
Are there any personal responsibilities or other concerns that will affect your practicum? If yes, please describe.

☐ Yes ☐ No  *



Would you like to speak to someone about using disability-related accommodations for your practicum? If yes, what modifications are you requesting?

☐ Yes ☐ No  *



Practicum Placement Acknowledgement

I acknowledge that I am requesting to complete a two-semester placement at an approved practicum agency, requiring me to be on-site approximately 15 hours per week during a set and consistent schedule.

☐Yes ☐No  *

I agree to be at my future placement for the entirety of the two semesters, starting at the beginning of the fall term (end of August) and ending with the final week of the spring term (early May).

☐Yes ☐No  *

I understand that absences from my future practicum placement, for any reason exceeding more than one (1) day, require notification or planning with my Agency Field Instructor/on-site supervisor and the UMSSW Field Education Program.

☐Yes ☐No  *

I acknowledge that excessive absences from practicum place me at risk of being terminated from a practicum placement and not receiving a passing grade for the practicum experience.

☐Yes ☐No  *

I acknowledge that any time missed from practicum will require a plan to complete all the required practicum hours.

☐Yes ☐No  *

I also acknowledge and understand that I must submit all practicum paperwork, including timesheets or the Learning Agreement, via Sonia in a timely manner and complete all required assignments in the field seminar to ensure all core competencies and practice behaviors are met successfully.

☐Yes ☐No  *

I understand that I can only terminate or change my practicum placement with prior approval from the Director/Assistant Director of Field Education. I understand that self-termination or termination from my practicum will result in a performance review and could lead to termination in the program.

☐Yes ☐No  *

I acknowledge that submitting an Employment-Based proposal does not guarantee that I will be able to complete my practicum experience with my current employer and that I must receive approval from the Field Team or pursue another option.

☐Yes ☐No  *

Student Signature

I understand that typing my name below constitutes a legal signature confirming that I acknowledge the truthfulness of the information provided.

 *

Save Draft

Submit Form



Field Education Program Employment Based Practicum (EBP) Application

EBP Overview & Form Instructions

Students pursuing an EBP **must review the information outlined here carefully** and respond to all questions with as much information as possible. A letter of support from the current employer (either direct supervisor or the agency director) must be sought and included with this form.












- Employment Based Practicum (EBP) is an option for students already employed in social or human services organizations that are supportive of their employee's educational pursuit.
- 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.**
- These criteria can also be met by having students take on **additional, new and different opportunities and responsibilities, outside of the employment position.** For example, students take on a completely new and different role within the organization which is distinct from their employment position to ensure social work competencies and practice behaviors are being met.
- Completing practicum at the same agency a student is employed by **must be arranged in advance and approved** by the Director of Field Education.
- Applications are **due at least one month before the start of practicum**, i.e., four weeks before the beginning of the fall semester. Applications submitted past this deadline may not be considered, and students must make alternative practicum arrangements or have to postpone practicum until a later year.

EBP Requirements

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 of practicum proposal form 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 assure that the following EBP conditions are met below.

I acknowledge that I have read and understand the requirements by placing a checkmark to the right of each statement.

<ul style="list-style-type: none"> The student must be in good academic standing and good standing at their employing agency. 	<input type="checkbox"/>  *
<ul style="list-style-type: none"> Students wanting to complete an EBP must have been employed a minimum of 3 months before requesting an EBP because an unsuccessful probationary period is also likely to result in disruption of the student's field placement. 	<input type="checkbox"/>  *
<ul style="list-style-type: none"> 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. 	<input type="checkbox"/>  *
<ul style="list-style-type: none"> The agency must be willing to allow the student/employee to attend classes and have an educationally focused field placement experience. 	<input type="checkbox"/>  *
<ul style="list-style-type: none"> 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). 	<input type="checkbox"/>  *
<ul style="list-style-type: none"> 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 are required to have an MSW from an accredited social work program and two years of post-MSW work experience. 	<input type="checkbox"/>  *
<ul style="list-style-type: none"> 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. 	<input type="checkbox"/>  *
<ul style="list-style-type: none"> 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. 	<input type="checkbox"/>  *
<ul style="list-style-type: none"> Students can only count a maximum of 20 hours per week towards practicum hours. 	<input type="checkbox"/>  *
<ul style="list-style-type: none"> 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. 	<input type="checkbox"/>  *
<ul style="list-style-type: none"> 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. 	<input type="checkbox"/>  *

<ul style="list-style-type: none"> 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 prior to determining approval. 	<input type="checkbox"/> *
<ul style="list-style-type: none"> 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. 	<input type="checkbox"/> *

Student & Employment Information

Name: <input type="text" value="Student, *Griz"/> *	Agency Name: <input type="text"/> *
Mailing Address: <input type="text"/> *	City: <input type="text"/> *
State: <input type="text"/> *	Zip: <input type="text"/> *
Phone: <input type="text"/> *	Work Email Address: <input type="text"/> *
Current Job Title: <input type="text"/> *	Start Date of Current Employment Role: (Please Note: Students wanting to complete an EBP must have been employed a minimum of 3 months before requesting an EBP) <input type="text"/> *
Proposed Employment Hours per Week: <input type="text"/> *	Proposed Practicum Hours per Week: <input type="text"/> *
Employment Supervisor: <input type="text"/> *	Practicum Supervisor: (if different than employment supervisor) <input type="text"/> *

Does your supervisor hold an MSW degree (employment & practicum)?

☐ Yes ☐ No  *


If yes, what date of degree?


If no, what degree does the supervisor hold?


Current employment role and responsibilities: In a few sentences, please provide an overview of your current position with the agency. Feel free to use bullet points to outline tasks and responsibilities.

  *

Proposed practicum role and tasks: In a few sentences, please provide an overview of the proposed practicum role at your agency. Feel free to use bullet points to outline the various tasks and responsibilities that will offer new and diverse learning separate from your current employment role.

  *

Identify practicum tasks that overlap with employment tasks: To the best of your ability, please outline potential practicum tasks/responsibilities that coincide with your employment tasks/responsibilities (e.g., attending staff meetings or community meetings).



  *

Employment Based Responsibilities



The educational opportunities in your employment must permit achievement of the 9 social work competencies and skills compatible with the student's social work practice and course of study, i.e., Generalist (BSW and 1st year MSW) or Specialization (2nd year MSW).

For each competency below, please list at least one possible activity/task that will provide you with a learning opportunity and allow you to show growth in each competency area. While some employment and practicum tasks may overlap, you are encouraged to seek out new activities to best assist you in meeting programmatic and professional goals.


Competency 1: Demonstrate Ethical and Professional Behavior



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



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



Competency 4: Engage in Practice-Informed Research and Research-Informed Practice








Competency 5: Engage in Policy Practice





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






Competency 7: Assess Individuals, Families, Groups, Organizations and Communications
**Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities**
**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities**
**Supervision Plan**















Please indicate your plan for practicum supervision.






- ☐ My practicum supervisor is separate from my employment supervisor
- ☐ Outside practicum supervisor from the UM School of Social Work 
- ☐ Employment supervisor and practicum supervisor will be the same

In a few sentences, please provide additional details for your supervision plan (e.g., a proposed plan for regular meeting time, preparation for supervision meetings). If your employment and practicum supervisor are the same person, please speak to your proposed plan for separation of supervision, i.e. how will you ensure that employment and practicum supervision are separate?


**Schedule Information**

Students are required to establish a consistent schedule for their practicum with regular hours each week (e.g., Mon/Tue/Wed 5 hours each, Tue and Wed 8 hours each). Practicum hours cannot be scattered throughout a regular work day (e.g., 2 hours Mon, 1 hour Wed, etc.).

Day of Week	Work Schedule	Practicum Schedule
Monday	<input type="text"/>  *	<input type="text"/>  *
Tuesday	<input type="text"/>  *	<input type="text"/>  *
Wednesday	<input type="text"/>  *	<input type="text"/>  *
Thursday	<input type="text"/>  *	<input type="text"/>  *
Friday	<input type="text"/>  *	<input type="text"/>  *
Saturday	<input type="text"/>  *	<input type="text"/>  *
Sunday	<input type="text"/>  *	<input type="text"/>  *

Proposed Practicum Start Date: <input type="text"/>   *	Proposed Practicum End Date: <input type="text"/>   *	Estimated number of practicum hours that overlap with employment hours: <input type="text"/>  *
--	--	---

Letter of Support

To ensure a successful employment-based practicum, students require the support of their agency director and the employment supervisor. Consequently, you are asked to upload a letter of support from your employer (on agency letterhead, signed and dated) addressing the following:

- General support for the student to continue employment with the agency while also engaging in practicum tasks
- Assurance that the agency will support the student in meeting practicum responsibilities and requirements (e.g., 15 hours of practicum per week, regular schedule, submission of learning agreement, regular practicum supervision, etc.)
- Specific plans to separate job tasks from practicum tasks

Please use the field below to upload the letter of support.

Letter of Support  *

[Browse](#)

Student Signature

I understand that typing my name below constitutes a legal signature confirming that I acknowledge the truthfulness of the information provided.



Save Draft

Submit Form

Field Education Office Review & Approval

☐ Yes ☐ No

A member of the field education program has reviewed the information provided and ensured all EBP requirements are being met. Signature and submission serve as approval of EBP placement.






Field Education Program
MEMORANDUM OF UNDERSTANDING OF ROLES AND RESPONSIBILITIES
Criteria for Agency Participation and Agency Instructors

Student Information

First Name: <input type="text" value="*Griz"/>  *	Last Name: <input type="text" value="Student"/>  *	Date: <input type="text" value=""/>   *
---	--	--

Agency Field Instructor Information





Agency: <input type="text" value="*Griz Test Site"/>  *	Agency Field Instructor Name: <input type="text" value="AFI, *Griz"/>  *	Agency Field Instructor Email: <input type="text" value=""/>  *
---	--	---

The UMSSW Field Education Team has Agreed to:

- Assume responsibility for the overall direction and coordination of the practicum.
- Screen student applicants and assess their readiness for practicum.
- Assist students and agencies in the placement process.
- Provide guidelines for evaluation of the student.
- Provide orientation and training 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.
- Meet each semester with the student and the Agency Field Instructor together.
- 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 concerning questions, resources, and suggestions for learning opportunities.
- Assist students in completing the Learning Agreement to structure the practicum experience.
- Assist students in applying and integrating theory into practice.




The Student Agrees to:

I acknowledge that I have read and understand the requirements by placing a checkmark to the right of each statement.

Read and understand the UMSSW Student Handbook and follow outlined policies and procedures.	<input type="checkbox"/>  *
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.	<input type="checkbox"/>  *
Coordinate and attend three site visits with the Agency Field Instructor and Field Liaison throughout the practicum term.	<input type="checkbox"/>  *
Adhere to the NASW Code of Ethics .	<input type="checkbox"/>  *
Behave professionally, taking responsibility as an adult learner to understand duties and carry out assignments.	<input type="checkbox"/>  *
Make yourself reasonably available for weekly supervision meetings with the Agency Field Instructor.	<input type="checkbox"/>  *
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.	<input type="checkbox"/>  *
Be in attendance at the agency on days and times agreed upon by the student and the agency field instructor. If unable to attend practicum, engage in effective communication and notify Agency Field Instructor as soon as possible.	<input type="checkbox"/>  *
Work the required hours to complete a practicum (approximately 15 hours/week during a set schedule), regularly submit practicum timesheets via Sonia and abide by agency policies and procedures, including confidentiality.	<input type="checkbox"/>  *
Provide proof of professional malpractice insurance and health insurance. While serving in this practicum, the student understands that they are not an employee or a volunteer of the University of Montana or the Agency. As such, UM and Agency do not provide student worker's 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.	<input type="checkbox"/>  *
Discuss with Agency Field Instructor, Field Liaison, or Field Education faculty any areas of disagreement, dissatisfaction, or confusion with respect to any part of the practicum experience.	<input type="checkbox"/>  *
Bring awareness to the Field Liaison or Field Education of any questionable professional practices within the agency.	<input type="checkbox"/>  *
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.	<input type="checkbox"/>  *
Complete an evaluation of the overall practicum experience at the end of the semester.	<input type="checkbox"/>  *

For Employment Based Placements, the Student Agrees to:

Place a checkmark to the right of each statement ONLY if you are in an EBP and indicate that you agree.

Complete and count no more than 20 hours per week toward the required practicum hours.	<input type="checkbox"/> 
Follow the same policies and procedures for non-employment-based practicum placements per the UMSSW Student Handbook .	<input type="checkbox"/> 
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.	<input type="checkbox"/> 

Agency Participation Criteria:

- Create and maintain a positive, respectful, and supportive learning environment to provide rich educational experiences.
- Ethics and values of the social work profession are demonstrated within agency policies, programming, and service delivery.
- Demonstrate a commitment to anti-racism, anti-oppression, and LGBTQ-affirming practices.
- Provide orientation and onboarding to students at the beginning of the practicum.
- Assign activities to students that meet the educational goals and objectives of the practicum and UMSSW Field Education Program.
- 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.
- 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.
- Provide space for the student, 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 on the basis of 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:

- Allow the student/employee to attend classes and have an educationally focused field placement experience.
- 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.
- 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 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 two years post social work degree experience. Agency field instructors for MSW students are required to 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).
- 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.
- The agency must be willing to sign this UMSSW Practicum Memorandum of Understanding (MOU) and agree to the EBP-specific requirements of this agreement. 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 Agency Field Instructor Agrees to:

I acknowledge that I have read and understand the requirements by placing a checkmark to the right of each statement.

Attend an AFI orientation session provided by UMSSW (required for all new AFIs).	<input type="checkbox"/>
Provide weekly supervision to the student in individual or group format during a set time.	<input type="checkbox"/>
Orient new students to agency structure and function, student responsibilities, policies and procedures, and commonly used community resources.	<input type="checkbox"/>
Attend and engage in three Zoom-based site visits throughout the 450 hours of practicum.	<input type="checkbox"/>
Guide students in developing a Learning Agreement to structure the practicum experience.	<input type="checkbox"/>
Structure assignments/practicum tasks to help the student learn a broad range of social work interventions common to generalist social work practice and advanced practice opportunities.	<input type="checkbox"/>
In consultation with the student, assign duties and responsibilities of increasing difficulty and challenge as appropriate.	<input type="checkbox"/>
Provide suitable office space and support staff as available.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Follow policies and procedures outlined in the UMSSW Student Handbook .	<input type="checkbox"/>
Monitor student performance, providing formal and informal feedback regularly to the student.	<input type="checkbox"/>
Utilize practicum software, Sonia, to approve student timesheets, approve and provide comments if needed to the student's learning agreement, and evaluate the student midyear and at the end of the practicum.	<input type="checkbox"/>
Provide students with disabilities with reasonable accommodations agreed upon by UM Disability Services and the Director of Field Education.	<input type="checkbox"/>
Reimburse students for out-of-pocket expenses incurred in the same manner as agency employees.	<input type="checkbox"/>
Adhere to the NASW Code of Ethics .	<input type="checkbox"/>
Complete agency evaluation of the practicum experience at the end of the practicum.	<input type="checkbox"/>
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.	<input type="checkbox"/>
<i>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.</i>	<input type="checkbox"/>

The Agency and the School of Social Work agree that neither will discriminate against any individual on the basis of age, sex, race, religious belief, national origin, disability or sexual orientation.

All parties agree to comply with all federal and state anti-discrimination policies. This contract may be terminated by the Agency or the University of Montana School of Social Work without cause upon thirty (30) days written notice.

Student Electronic Signature



Save Draft

Submit Form

Agency Field Instructor Electronic Signature



Field Education Program

Affirmation and Acknowledgement of Risk

Student Information

First Name: <input type="text" value="*Griz"/>	Last Name: <input type="text" value="Student"/>	Student ID: (790xxxxxx) <input type="text" value="000000099"/>
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Emergency Contact Information

Please fill in the following information for the person who should be contacted in an emergency. If this information changes during the year, please let the Field Education Team know to update.

Emergency Contact First Name: <input type="text"/>	Emergency Contact Last Name: <input type="text"/>	Emergency Contact Email Address: <input type="text"/>
Emergency Contact Phone Number: <input type="text"/>	Emergency Contact Relationship to Student: (e.g., parent, sibling, friend, etc.) <input type="text"/>	Emergency Contact Address: (street, city, state and zip code) <input type="text"/>

Affirmation and Acknowledgement of Risk

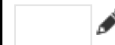
Students must read through the following statements and indicate they understand and agree with them by placing their initials to the right of each statement. Students must also complete the World Health Organization course on [Six Ways to Protect Yourself from COVID-19](#) and upload their Certificate of Participation to this form.

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.	<input type="checkbox"/>  *
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.	<input type="checkbox"/>  *
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: <ul style="list-style-type: none"> • 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. 	<input type="checkbox"/>  *
I have had the opportunity to read the CDC PPE recommendations for donning and doffing and understand how to do this safely.	<input type="checkbox"/>  *
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.	<input type="checkbox"/>  *
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.	<input type="checkbox"/>  *
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.	<input type="checkbox"/>  *
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.	<input type="checkbox"/>  *
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.	<input type="checkbox"/>  *
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.	<input type="checkbox"/>  *

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 of Disability Services for Students 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 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.**



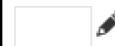
****If you have difficulty obtaining your Certificate from WHO, please get in touch with their customer service email to access it at openwho-support@hpi.de**

Certificate




Browse


MSW-Specialization Students Only: I hereby confirm that I completed the above mentioned WHO training in preparation for my generalist year practicum.




Registered Practicum Courses

Please select the practicum course(s) you are registered for.

- ☐ S W 487 Advanced Practice I
- ☐ S W 488 Advanced Practice II 
- ☐ S W 495 Field Work Practicum

- ☐ S W 576 Generalist Integrative Seminar
- ☐ S W 586 Generalist Practicum I
- ☐ S W 577 Generalist Integrative Seminar II 
- ☐ S W 587 Generalist Practicum II

- ☐ S W 578 Advanced Integrative Seminar I
- ☐ S W 588 Specialization Practicum I 
- ☐ S W 579 Advanced Integrative Seminar II
- ☐ S W 589 Specialization Practicum II

Student Signature

Save Draft

Student Submit



Field Education Program Essential Skills and Functions

Student Information

First Name:

*Griz

Last Name:

Student

Student ID: (790xxxxxx)

00000099

Purpose Statement

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 on the student's ability to participate in the full spectrum of the experiences and the curriculum requirements.

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 program year. Students' continuation in the BSW and MSW Programs is contingent upon positive faculty evaluation of their performance concerning academic standards, field practicum standards, and the professional standards described here. Failure to demonstrate essential attributes and functions consistently may lead to a student's dismissal from the BSW or MSW Program. Therefore the student must understand these standards.

Essential Skills & Functions

Attendance

Social work students must meet the attendance requirements of program courses and field placements. This includes arriving on time, demonstrating presence, engaging in the work, and the remainder of the course or practicum time.

Communication Skills

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

Empathy

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

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.

Intellectual Capacity

Social work practicums, lectures, and seminars require students to process, retain, and integrate information from various sources, including printed materials, verbal delivery, role plays, and live demonstration. Students must participate in interactive discussions and activities, provide presentations, write for scholarly and professional purposes, and take and pass examinations. These activities require interpersonal 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 practical 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 communicating effectively verbally and non-verbally. Students take appropriate responsibility for their actions and consider the impact on others. They work effectively with others, regardless of their level of authority. Students advocate appropriately, respectfully, and responsibly, taking into consideration the complexity of each situation. They use proper channels for complaints, conflict resolution, and grievances. Students are willing to receive feedback from faculty and agency field instructors, administrators, staff, and colleagues positively and respectfully.

Motor Abilities

Social work students must be able to participate in classes and field agency placement and acquire and integrate data and knowledge through their senses.

Objectivity

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

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 working with clients, communities, and other professionals. They comply with all applicable ethical and legal standards for privacy and confidentiality as they relate to all communications 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 concerning all duties performed in connection to the classroom and field placements.

Self-Awareness

Social work students know how their values, beliefs, attitudes, and past experiences affect their thinking, behaviors, relationships, and general practice. Students examine their internal processes, 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.

Self-Care

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

Technology Skills

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

The University of Montana Office for Disability Equity (ODE)

Services and reasonable educational accommodations are available to students covered under the Americans with Disabilities Act. Additional information is available on the University of Montana's [Office for Disability Equity \(ODE\)](#). 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 the School Administration and appropriate Faculty, including the Director/Assistant Director of Field Education.

Student Signature

By typing your name below, you indicate that you fully understand and will abide by the skills and functions outlined in this document.



Save Draft

Submit Form

University of Montana School of Social Work

BSW/ MSW Generalist Year

Learning Agreement & Evaluation

Learning Agreement Purpose Statement:

The Learning Agreement serves as a guide for the student's learning experience at the practicum agency. With the support of the Agency Field Instructor (AFI), each student is responsible for the development of specific and individualized learning activities within competency, followed by a set of behaviors that integrate the four dimensions of knowledge, values, skills, and cognitive and affective processes. These tasks and activities are shaped by the opportunities provided by the agency, the student's learning needs, interests and desires, and the practice competencies required by the School of Social Work and the [2022 CSWE Educational and Policy Standards](#). Activities are site specific, measurable, and individualized with the goal of promoting the student's successful development of the various professional competencies.

The Learning Agreement should be finalized **by week four of the semester** via the student's Sonia account. It will be reviewed by the AFI, the Field Liaison, and the student throughout the practicum's three site visits. It also serves as the basis for assessing practicum performance and progress throughout the academic year and for the student's final practicum grade (credit/ no credit) at the end of the overall practicum experience. Development towards the individual competencies is assessed both during a mid-term and a final evaluation. Consequently, students should regularly review and update their learning agreement and activities and ensure it reflects changes and/or new learning and opportunities.

Rating Scale:

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

Competency 1: Demonstrate Ethical and Professional Behavior

	Behaviors:	Suggested Learning Activities / Tasks to Evaluate Mastery
1.1	Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.	<ul style="list-style-type: none"> - Discuss NASW Code of Ethics with supervisor - Discuss agency policies and how they fit with the NASW Code of Ethics - Apply 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 which 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 practicum context.
1.2	Demonstrate professional behavior; appearance; and oral, written, and electronic communication.	<ul style="list-style-type: none"> - Dress according to agency policy - Discuss appropriate roles and boundaries of a practicum student with 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 verbally and non-verbally - Maintain accurate, respectful and professional written client records (as appropriate) - Inquire and be open to feedback from supervisor or other staff with regards to documentation, oral and written communication
1.3	Use technology ethically and appropriately to facilitate practice outcomes.	<ul style="list-style-type: none"> - Discuss ethical and appropriate use of online technology at agency and in practice with clients with supervisor and other agency staff - Ensure proper training for online tools and telehealth models and interventions - Discuss technology etiquette at the agency with supervisor - Research and familiarize yourself with potential challenges to use of technology in social work

		practice
1.4	Use supervision and consultation to guide professional judgment and behavior.	<ul style="list-style-type: none"> - Attend weekly supervision meetings and reflect on professional behavior - Prepare topics to discuss with 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 seminar to consult with peers and field liaison

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

	Behaviors:	Suggested Learning Activities / Tasks to Evaluate Mastery
2.1	Advocate for human rights at the individual, family, group, organizational, and community system levels.	<ul style="list-style-type: none"> - Familiarize yourself with current political events and their impacts on social issues and clients - Identify forms of oppression/ discrimination on clients/ populations and discuss with supervisor - Identify economic barriers to social services and care; discuss with supervisor - Identify institutional and systemic barriers to a client's progress and discuss with supervisor - Advocate for client access to services at agency, community, state and national level - Contact your elected officials to support/ oppose harmful policies and legislation - Join and attend local, state, national coalition meetings

		<ul style="list-style-type: none"> - Attend a public hearing or organizational meeting focused on increasing social and economic justice - Develop professional relationships with advocacy organizations serving 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 supervisor, Faculty Field Liaison, and/or peers in practicum seminar
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2.2	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	<ul style="list-style-type: none"> - Familiarize yourself with current political events and their impacts on social issues and clients - Identify forms of oppression/ discrimination on clients/ populations and discuss with supervisor - Identify economic barriers to social services and care; discuss with supervisor - Identify institutional and systemic barriers to a client's progress and discuss with supervisor - Advocate for client access to services at agency, community, state and national level - Contact your elected officials to support/ oppose harmful policies and legislation - Join and attend local, state, national coalition meetings - Attend a public hearing or organizational meeting focused on increasing social and economic justice - Develop professional relationships with advocacy organizations serving 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 supervisor, Faculty Field Liaison, and/or peers in practicum seminar
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Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice

	Behaviors:	Suggested Learning Activities / Tasks to Evaluate Mastery
3.1	Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and	<ul style="list-style-type: none"> - Understand different forms of diversity and how it influences work with clients - Discuss barriers to services faced by clients - Review, understand, and apply anti-racist principles in practicum setting - Research and apply knowledge related to diversity to enhance client well-being - Strive to be assigned a diverse caseload of clients - Attend agency, local, 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 to all clients at the agency - Use assessments that include sections of diversity/culture/spirituality as identified by client - Review evaluative tools utilized by agency and evaluate with an ADEI lens - Compare practice methods employed by the agency with ADEI methods being discussed in various classes - Discuss ways to engage and improve ADEI in practice with supervisor, Faculty Field Liaison, and/or peers in practicum seminar
3.2	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.	<ul style="list-style-type: none"> - 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 supervisor, Field Liaison, and peers during seminar class

		<ul style="list-style-type: none"> - Identify client differences using a strengths perspective - Discuss and document ways you engage in cultural humility within your practice setting - Outline and then 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 / Tasks to Evaluate Mastery
4.1	Apply research findings to inform and improve practice, policy, and programs	<ul style="list-style-type: none"> - Analyze and discuss evidence-based methods and evaluative tools utilized by agency - Discuss theories and perspectives utilized when working with clients and the effectiveness of them - Research evidence-based policies informing agency practice and client population; discuss with supervisor - Read professional journal articles relevant to clients served by the agency - Discuss with supervisor effective forms of intervention utilized with client population - Interview members of a treatment team for varying perspectives on practice and various models/approaches used. - Discuss specific cases with supervisor, including problem, proposed solution(s), proposed plan of action, and/or proposed measurable outcomes
4.2	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.	<ul style="list-style-type: none"> - Learn about the evaluations process used in the practicum - Review research to learn a variety of ways to evaluate practice in the particular context & suggest possibilities for change as appropriate - Review professional literature related to best practices from a variety of sources and perspectives - Compare evidence-based methods employed by the agency with methods being discussed in various classes. - Discuss questions with supervisor, Faculty Field Liaison, and/or peers in practicum seminar

Competency 5: Engage in Policy Practice

	Behaviors:	Suggested Learning Activities / Tasks to Evaluate Mastery
5.1	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	<ul style="list-style-type: none"> - Research and discuss laws/ current bill proposals that affect agency and client population; discuss with supervisor - Track legislative initiatives relevant to your agency's client population - Research specific policies that directly affect the well-being of client population - Discuss impact of policies on your clients and policy change ideas with 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.
5.2	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	<ul style="list-style-type: none"> - Attend and participate in community/ state advocacy event 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 policies affecting agency and population. - 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 / Tasks to Evaluate Mastery
6.1	Apply knowledge of human behavior and person-in- environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies.	<ul style="list-style-type: none"> - Understand developmental stages of client population/integrate this into assessment process - Practice using systems theory/strengths perspective - Utilize specific interventions to increase understanding of client in environment - Identify and discuss with supervisor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual) - Engage with and interview clients/families to determine strengths and challenges - Take notes and discuss personal/ ethical/ value dilemmas and blind spots with 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
6.2	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<ul style="list-style-type: none"> - Develop skills to build rapport/trust with clients - Seek feedback from 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 ability to empathize and use appropriate interpersonal skills with clients - Research and apply knowledge related to diversity to enhance client well-being - Observe supervisor and others in their interactions with clients - Identify areas of comfort and discomfort in client engagement and discuss 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 / Tasks to Evaluate Mastery
7.1	Apply theories of human behavior and person-in- environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	<ul style="list-style-type: none"> - Understand developmental stages of client population/integrate this into assessment process - Become familiar with different assessment tools and the strengths/limitations of each tool - Do family genogram/Eco map after completing assessment - Practice using systems theory/strengths perspective - Utilize specific interventions to increase understanding of client in environment - Identify and discuss with supervisor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual) - 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 client that includes client's strengths and weaknesses - Critically examine assessment tools and processes, and complete comprehensive, strengths-based, bio-psycho-social-spiritual or Just Practice assessments. - If utilizing the DSM, discuss with supervisor the potential for bias in the assessment process. Work with clients to identify DSM diagnosis, goals for treatment, and interventions.
7.2	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed upon plan.	<ul style="list-style-type: none"> - Discuss intervention strategies in practicum seminar - Collaborate with a client or client system and develop 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 either the micro, mezzo, or macro level

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

	Behaviors:	Suggested Learning Activities / Tasks to Evaluate Mastery
8.1	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	<ul style="list-style-type: none"> - 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 either the micro, mezzo, or macro level - Analyze and/or acquire evidence-based methods being utilized within the agency - Utilize specific interventions to increase understanding of client in environment - Facilitate a support group or psycho educational group - Identify and discuss with supervisor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual)
8.2	Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.	<ul style="list-style-type: none"> - Connect client to community resources - Utilize specific interventions to increase understanding of client in environment - Maintain communication/follow up with client re-outcomes and potential success - Determine commonly used resources for clients and most effective referral process - Attend and participate in community, state, federal advocacy events (e.g. city council hearing, legislative lobby days) - Research and illustrate knowledge of planned change processes, including intervention and termination, as may be appropriate at either the micro, mezzo, or macro level

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

	Behaviors:	Suggested Learning Activities / Tasks to Evaluate Mastery
9.1	Select and use culturally responsive methods for evaluation of outcomes.	<ul style="list-style-type: none"> - Review evaluation and data collection tools/ methods used at 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 either the micro, mezzo, or macro level - Integrate research course work into practicum learning - Identify and discuss with supervisor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual) - Apply strength perspective in evaluation process and review of outcomes
9.2	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"> - Evaluate assessment/data collection/intervention practices with supervisor - Review client files to determine progress toward goals - Follow up with client after termination to determine client outcomes and potential success