UNIVERSITY OF MONTANA
SCHOOL OF SOCIAL WORK
MSW HANDBOOK
2025-2026

Jeannette Rankin Hall, University of Montana

The University of Montana

School of Social Work

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UNIVERSITY OF MONTANA
SCHOOL OF SOCIAL WORK

2025-2026

ADVANCED STANDING

MSW STUDENT HANDBOOK

Updated May 2025

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Welcome by the Chair of the School of Social Work

Dear MSW Students,

Welcome to the MSW 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 next 12 months, 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 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!

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

School of Social Work Mission Statement

The Master of Social Work program prepares trauma-informed, anti-racist social workers who embody the profession's commitment to social, racial, environmental, and economic justice. The program educates students to be collaborative and integrated practitioners, advocates, community leaders, and researchers. Guided by a person-in-environment perspective, graduates of UM's Master of Social Work program are prepared to disrupt systems of oppression, promote diversity, equity, and inclusion, and partner in community-based efforts within rural, Indigenous, and global contexts.

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 Worker's Code of Ethics. As social workers we therefore 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 marketing, recruitment and retention practices to determine the extent to which these efforts result in 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.
- Evaluate recruitment and retention practices to determine the extent to which these efforts result in 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.

Infuse anti-racism/anti-oppressive pedagogy into our curriculum and curriculum delivery.
Our School will:

- 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.
- Evaluate the extent to which MSW and BSW curriculum includes content on historic and contemporary racism, decolonizing and anti-racist practices. Faculty will work to adopt and expand anti-racism pedagogy across all programs.

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 occur 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:

- Center the voices of students who identify as Black, Indigenous and People of Color to inform evaluation and accountability processes.
- Create measures and systems of accountability to ensure our anti-racism principles are meaningfully adopted into practice.
- 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).
- Institutionalize restorative justice processes as an option for acknowledging harm caused in the classroom as a result of 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. To the extent possible we will embody restorative justice in all of our practices.

- Review School policies (internal operations, student handbooks and informal practices) to determine opportunity to infuse language that results in anti-racist practices.

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

- Develop meaningful connections with BIPOC community organizations both on and off campus in order to support their work in the community. We recognize and honor that this support would be defined by the organization.
- Ensure all practicum placements are committed to anti-racism, anti-oppression and LGBTQ affirming practices.
- 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 that is informed by the person of groups we are referring to. This resource contributed to our understanding on 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.

Personnel

Dean's Suite Skaggs Building (SB) 340

Matt Fete, 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

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

Faculty

Jen Barile, MSW	JRH 115
Co Carew, MSW, Ph.D.	JRH 110
Sarah Fielding, MSW, LCSW	JRH 115
Deanna Cooper, MSW, LCSW	
Katie Karas, MSW, LCSW	JRH 021
Hannah Knipp, MSW, Ph.D.	JRH 011
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 112
Mary-Ann Sontag, LCSW, Ph.D.	
Biyun Xiang, MSW, Ph.D.	JRH 109

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	BSW Academic Advisor	JRH 013
Kinsey Webb	MSW Online Program Manager	JRH 004
Tomas Hernandez	Field Ed. & MSW Program Analyst	JRH 009
Neil Carson	Operations & Finance Manager	JRH 004

Master of Social Work Program

Master of Social Work Lead Welcome

Dear MSW Students:

Welcome to the MSW program at The University of Montana! You have chosen a profession that is both personally and professionally rewarding and challenging. Social work offers countless possibilities to create meaningful change. Over the next 12 months, you will have opportunities to develop your knowledge and skills and translate your visions for strong communities, healthy individuals and families, and a just world. You and your colleagues bring diverse talents and backgrounds as you embark on this journey together. Members of your class have degrees in a wide range of disciplines. Your collective work and volunteer experience include work with children and youth, family support, health care, mental health case management, disability advocacy, sustainable communities, and organizational development.

You will join a committed group of faculty who possess a wealth of social work practice experience and who have made significant contributions to the social work profession. They are nationally recognized and dedicated to excellence, creativity, and innovation in social work education and practice. The faculty is proud of the MSW Program's advanced integrated practice framework, where the teaching/learning process is symbiotic.

What follows is the School of Social Work's *MSW Student Handbook*. It is designed to serve as a resource you can use during your course of study to answer questions that relate to the program's overall philosophy, required courses, and academic and non-academic program policies. The student handbook also includes the *MSW Practicum Manual* that addresses policies and procedures specific to your field placement. Please use this handbook as a guide and seek ongoing input from your advisor to clarify any questions and concerns you might have. The faculty and staff are committed to your education and to the social work profession. We will do everything we can to assist in your professional development.

Logan Cook, LCSW, LAC
Clinical Associate Professor / In-Person MSW Lead

Program Background

The University of Montana has a long history of providing quality social work education for the state and region. The Department of Social Work (now School of Social Work) was formally established in 1971, and the BSW program was accredited by the Council on Social Work Education in 1974. The program has gained recognition for its pioneering work in competency-based education. The MSW program was approved in 2001, and the first class entered in fall 2002. The Program moved from CSWE accreditation candidacy to full accreditation in 2005. Accreditation was reaffirmed in 2009, 2017, and again in 2025.

In line with the institutional history, the faculty and administration are committed to providing a top quality MSW program that responds to needs in the state and region and provides leadership for the future of social work. After conducting a statewide needs assessment, the faculty conceptualized a framework for social work education that would respond to existing needs, incorporate best practices, and translate social work's social justice commitment into practice. We sought to develop a program that would not only meet accreditation requirements but also contribute to the making of a new kind of practitioner – one well prepared to face the social welfare challenges in the Rocky Mountain West and the intersection of local and global issues therein. The MSW program is designed to shape both professionals and a mode of social work practice that meet the challenges facing poor, marginalized groups and an overburdened state social service delivery system. Thus, the MSW program is committed to producing advanced-level professional social workers committed to *advanced integrated practice.* This, we contend, is the model best suited for meeting 21st century challenges to the profession and addressing the complex social welfare concerns of residents of Montana and the Rocky Mountain West. Through our MSW program, we want to shape practitioners who, in addition to being committed to the values of the profession, grounded in theoretical knowledge, and in possession of well-honed practice skills, are also resourceful practitioners, creating new possibilities for social work thought and action.

Integrated Practice

The social worker committed to *advanced integrated practice:*

- Engages in ongoing critical self-reflection and examination of the values and assumptions that shape social work theory, practices, policies, and programs.
- Brings historical, cultural, and political perspectives and a critical understanding of difference and oppression to bear in understanding the person-in-environment, social problems, interventions, and possibilities for social justice-oriented action.
- Integrates the skills of direct practice and community work and creatively bridges multiple levels of intervention.
- Continually brings knowledge and skills of research, policy analysis, and advocacy to bear in practice, regardless of setting, problem area, or specific job description.

- Assumes a leadership role in the profession and community to promote broad- based participation in efforts to empower individuals and groups, strengthen programs, and advocate policies and practice that promote social justice locally and globally.

Advanced Standing Program Overview

The University of Montana offers a 12-month Advanced Standing program of graduate study leading to a Master of Social Work (MSW) degree. During the next 12 months you will complete 37 course credits (31 required and 6 elective credits). The curriculum is designed to meet CSWE's accreditation standards and the profession's professional competencies and practice behaviors (see Appendix A and B). Your first term is the Summer Bridge and is comprised of required courses. Your second and third semesters are comprised primarily of required courses and, to a lesser degree, elective courses which you may select based on an area of interest to you. Keep in mind, however, that you can also take elective courses during the summer and winter sessions. Advanced Standing students complete the program in one calendar year. You will be assigned a faculty advisor to assist with class selection, portfolio planning, and practicum-related issues. Your faculty advisor also serves as chair of your portfolio committee.

While the Advanced Standing track is a predominantly online synchronous program, the School of Social Work reserves the right to combine course sections into hybrid modalities when necessary.

Summer Bridge Planning for Advanced Standing Students

As BSW or BSSW graduates, advanced standing students already hold a foundational understanding of human behavior, social welfare policy history, practice, and research. They have the ability to apply ethical principles and critical thinking in practice; incorporate diversity in practice; advocate for human rights and social and economic justice; build on strengths and resiliency; engage in research- informed practice; respond to contexts that shape practice and use a range of prevention and intervention methods in practice with individuals, families, groups, organizations and communities. Summer bridge courses will build upon the foundational social skills and knowledge and help prepare students for specialization year coursework and practicum.

At the end of the summer bridge, you will tailor your professional education through completion of an Individualized Learning Plan (ILP) developed in consultation with your faculty advisor (see Appendix C). The ILP addresses required and elective courses, selection of practicum site and activities, and a portfolio plan (See Appendix D).

Advance Standing Summer Bridge: Schedule of Required Courses

SW 500 Orientation **1 cr.**

Blended online and campus-based activities introducing MSW students to program philosophy, the social work profession's history, theories, and value base, and campus and community resources.

SW 505 Foundations of Social Work Practice **2 cr.**

Introduction to profession's history, theories, values, policies, and practices. Students are introduced to the integrated model of social work practice.

SW 532 Indian Child Welfare Act **1 cr.**

Dedicated to building understanding of the Indian Child Welfare Act and its application to social work practice. This course is asynchronous online

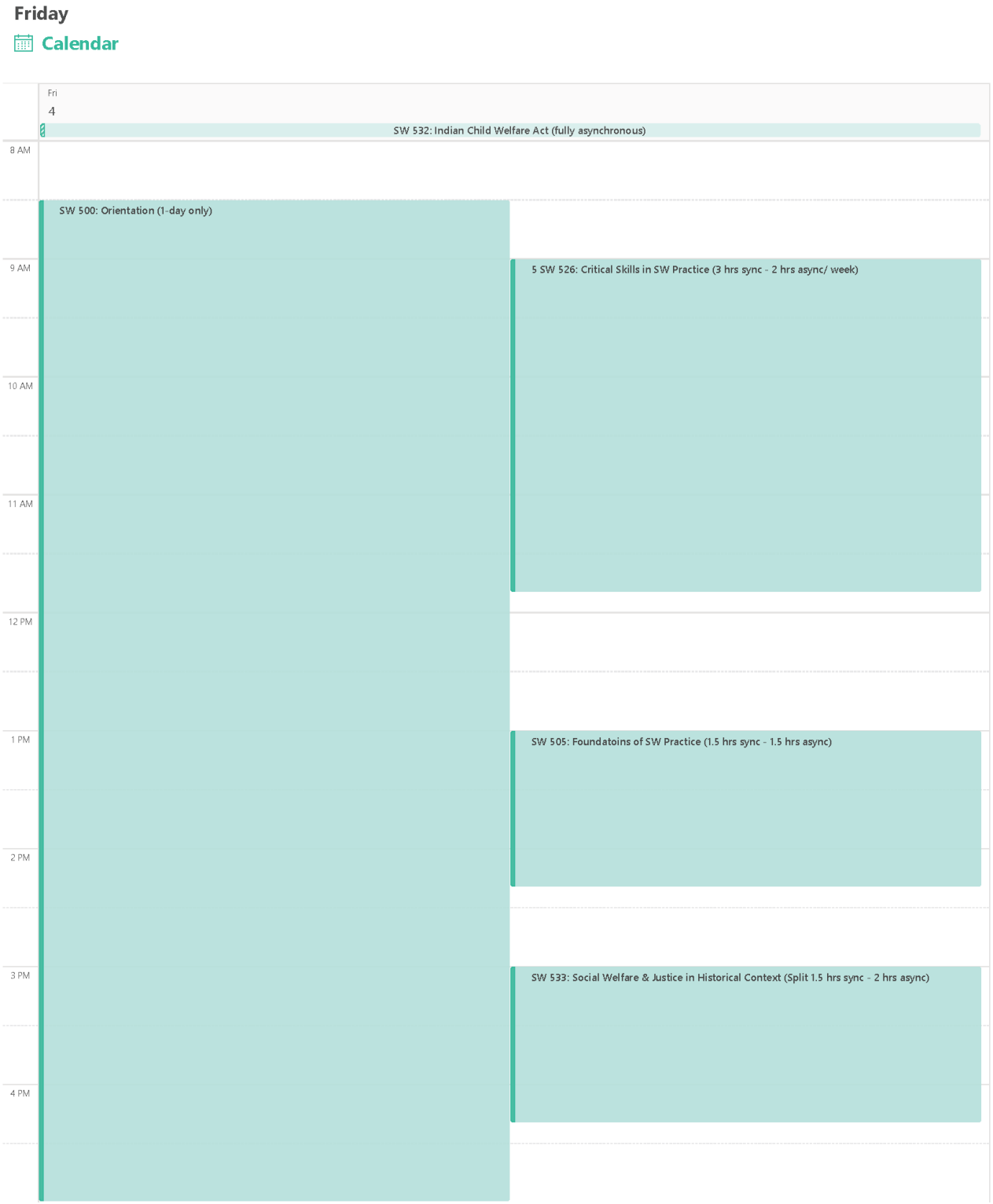
SW 533 Social Welfare and Justice in Historical Context **2 cr.**

Introduction to social welfare policy and services; examination of relationship between the history of social welfare policy and emergence of the social work profession; exploration of history of struggles for human rights and social and economic justice in US context. Introduction to frameworks for policy analysis.

SW 526 Critical Skills in Integrated Social Work Practice **3 cr.**

A refresher on the theories, frameworks, principles and skills of individual, group, and community practice. It builds on the integrative model of social work knowledge and the skills students developed in BSW coursework and field education, and expands on these for effective individual, group, and community work.

SUMMER BRIDGE SEMESTER SCHEDULE



Specialization Year Planning for Advanced Standing Students

The University of Montana MSW program offers a specialization year curriculum in *advanced integrated practice.* The specialization year develops an in-depth focus on integrated practice, expands breadth through required courses in the areas of research, policy, practice, and elective courses, and increases depth of theoretical knowledge and skills as you develop and demonstrate competencies of the practice behaviors required for advanced integrated practice (see Appendix B).

The specialization year also provides opportunities to develop and apply skills of leadership, collaboration, policy analysis, advocacy, program evaluation, and clinical practice and to further examine the implications of practice in Montana's rural communities and the surrounding region. In sum, the specialization year is a process for becoming an advanced-level social work professional committed to integrated practice.

Please note, because the Specialization year curriculum builds on Summer Bridge content, it is expected that students complete all bridge courses prior to enrolling in Specialization Year courses.

Potential Electives

Students choose elective courses that further their development of knowledge and skills for their area of practice interest. Possible electives include:

- SW 420 Child Abuse and Child Welfare (spring)
- SW 423 Addiction Studies (spring)
- SW 426 Substance Use Disorders and Social Work Skill Sets (Fall, Summer)
- SW 450 Children and Youth at Risk (fall)
- SW 455 Social Gerontology (fall)
- SW 475 Grief and Loss (spring, summer)
- SW 491 Motivational Interviewing (spring, summer)
- SW 551 Couples & Family Therapy (spring)
- SW 552 Differential Diagnosis in Clinical SW Practice (fall/spring)
- SW 553 Social Work Addictions (fall)
- SW 557 Introduction to Trauma Focused Psychotherapy (fall)

Extra-departmental courses, as well as graduate-level courses in other relevant disciplines such as environmental studies, political science, and sociology may also be taken as electives. You will be informed of new electives courses offered by the School of Social Work as they are added. Possible electives and certificate programs can be found on the UM Graduate School website. Of particular interest may be:

Possible electives and certificate programs can be found on the UM Graduate School website. Of particular interest may be:

- Global Health
- Graduate Certificates through the Baucus Institute Department of Public Administration and Policy
- Public Health Certificate
- Women, Gender and Sexuality Certificate

Specialization Year Schedule of Required Courses

*Please note, students cannot move into Specialization Year Courses until all Summer Bridge Courses are complete.

SPECIALIZATION YEAR: FALL SEMESTER COURSES

SW 521 Advanced Research and Program Evaluation **3 cr.**

Students apply transtheoretical models of change, action research, and participatory approaches to program evaluation in organizational or community contexts. Students develop advanced knowledge of research ethics and skills in practice-informed research and research-informed practice.

SW 535 Advanced Integrated Practice **4 cr.**

Students hone advanced skills of engagement, assessment, intervention, and evaluation at multiple levels; present case studies analyzing theoretically informed, evidenced-based interventions, ethical dilemmas, and social justice possibilities; engage as teachers and learners in exploring innovations in practice; and demonstrate research and communication skills through dissemination of practice-related scholarship.

SW 578 Advanced Integrative Seminar I **1 cr.**

Critical analysis of how predominant social work theories and professional values and skills are being incorporated into the practicum.

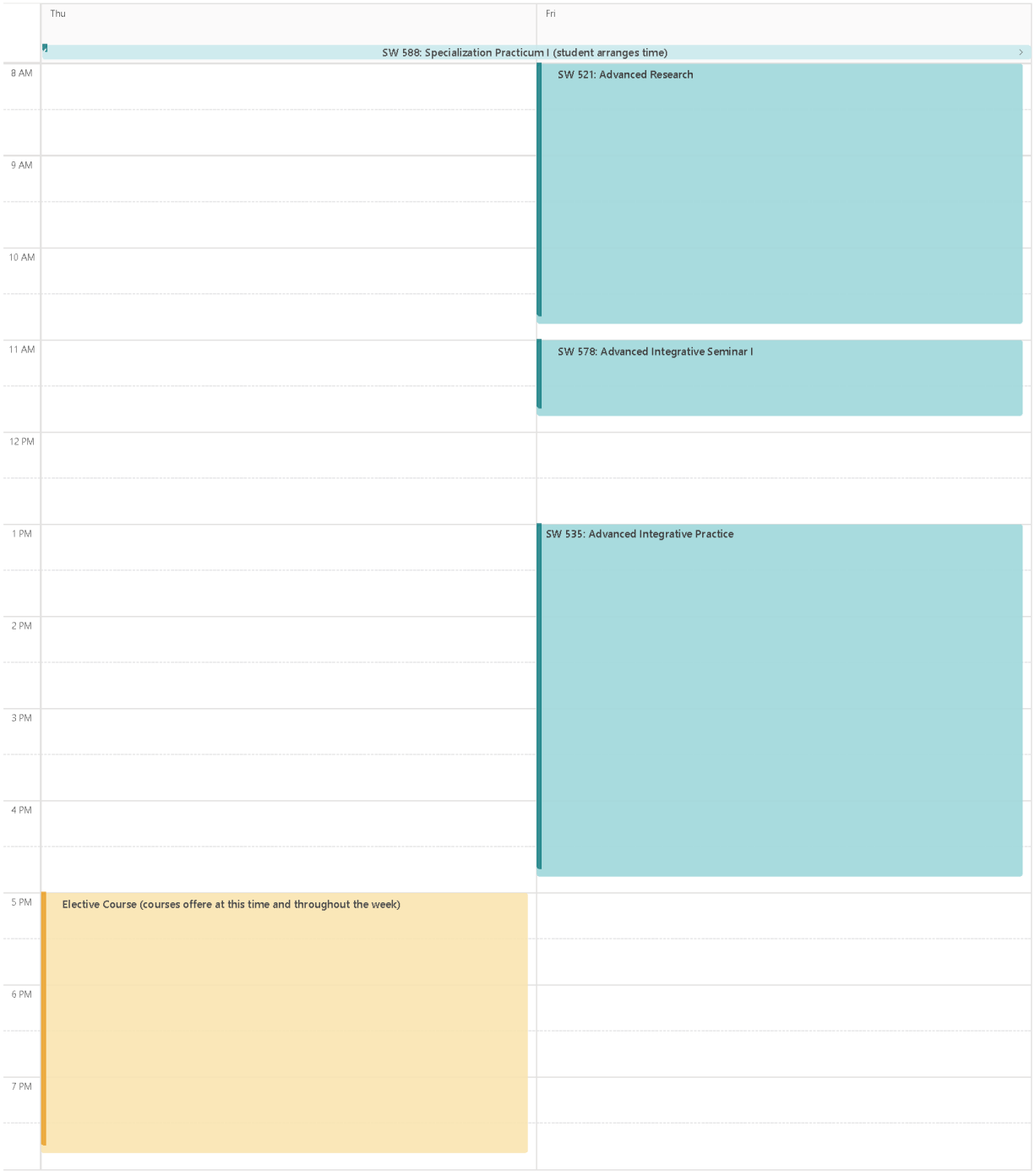
SW 588 Specialization Practicum I **3 cr.**

Advanced supervised field work in public and private agencies and institutions.

SPECIALIZATION YEAR: FALL SEMESTER SCHEDULE

Thursday, Friday

Calendar



SPECIALIZATION YEAR: SPRING SEMESTER COURSES

SW 531 Methods of Social Policy Analysis **3 cr.**

Students engage in policy practice to advance human rights and social and economic justice and apply skills of collaboration, leadership, and advocacy for effective policy action.

SW 545 Practice of Organizational Leadership **3 cr.**

Advanced training in professional leadership and how to effectively conceive, plan, design, implement, manage, assess, and change contemporary organizations.

SW 579 Advanced Integrative Seminar II **1 cr.**

Critical analysis of how predominant social work theories and professional values and skills are being incorporated into the practicum.

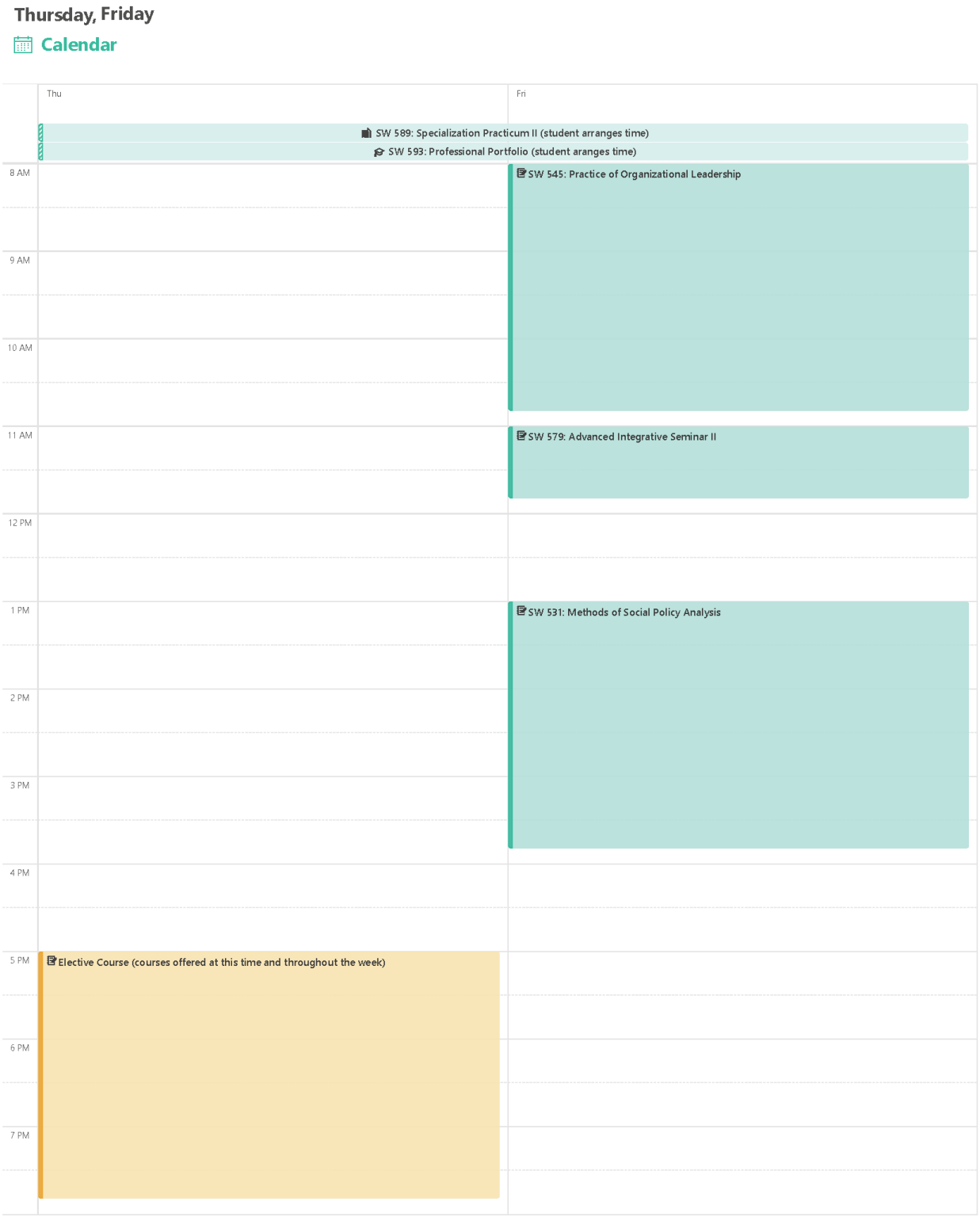
SW 589 Specialization Practicum II **3 cr.**

Advanced supervised field work in public and private agencies and institutions.

SW 599 Professional Portfolio **1 cr.**

The portfolio is a compilation of products (papers, videos, power point presentations, workshop materials, etc.) that demonstrate students' mastery of core competencies. Students work in consultation with faculty advisor to select and refine portfolio components, draft narrative, and prepare presentation. Portfolio is presented in spring semester.

SPECIALIZATION YEAR: SPRING SEMESTER SCHEDULE



Master of Social Work Specific Policies

Professional Conduct Policies

Cognitive Functioning

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 other 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. For example: "Students are expected to follow classroom guidelines regarding confidentiality related to in-class conversations."

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 Regarding Academic Standards

1. Students must maintain an overall GPA of 3.0 to remain in the MSW program and in the Graduate School. Students who do not attain a 3.0 average will be placed on academic probation and must meet with their advisor to discuss corrective action, which must be approved in writing by the MSW Director and be subject to the final approval by the Graduate School's Dean.
2. If a student's cumulative grade point average drops below a 3.0 the student will have one semester to increase it to the required level. If the student fails to increase his or her grade point average to 3.0 the student will be suspended from the program.
3. A student who receives a grade of "C-" or less in any course is required to repeat that course with a grade of "C" or better.

4. A student who receives a grade of "F/ NCR" will be automatically suspended from the program pending an academic review meeting with the MSW Program Director. The review may result in suspension from the program for failure to meet minimum academic standards or in a corrective action plan in which the student is required to repeat the course and address academic concerns. The student may not enroll in more advanced coursework until the course has been repeated with a grade of "C" or better. Please note, students who do not respond to requests for meetings as detailed by this section will be considered as accepting of the outlined process and outcome as recommended by faculty.
5. Students must maintain a 3.0 GPA in coursework to be admitted to both generalist year and specialization year practicum. Provisional admission may be granted pending a Student Support and Accountability Plan and meeting with Field Director and MSW Director.
6. Students who fail to maintain an equivalent grade of "C" or better in the practicum may be suspended from the program.
7. Students who are dismissed for academic reasons have the right to a hearing for the purpose of presenting information in support of possible reinstatement.

Plagiarism

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

Suspension or Dismissal from the Master of Social Work Degree Program

Suspension or Dismissal for Academic Reasons: A student may be suspended or dismissed from the program for the following reasons:

- Academic misconduct such as cheating, lying, or plagiarism (See UM Student Conduct Code).
- Failure to meet or maintain academic standards as established by The University of Montana and the School of Social Work. (This is automatic and may take place without a review or further procedure.)
- Falsifying academic records or other forms of scholastic dishonesty.

Suspension or Dismissal for Non-academic Reasons: A student may be suspended or dismissed from the program for non-academic reasons. A student may be suspended or dismissed from the social work

program if she or he engages in unethical behavior or is demonstrably deficient in the preceding list of abilities and attributes. Students enrolled in the program must demonstrate through their classroom and practicum performance an understanding of and a commitment to social work values, principles, and ethics and competency in fundamental skills. Students are required to act in accordance with the National Association of Social Worker's Code of Ethics. Students violating the Code of Ethics will be subject to disciplinary action, which may include low performance evaluation, removal from the practicum, or dismissal from the program. In some cases, violation of the Code of Ethics may place the student liable in civil or criminal action. Students may also be suspended or dismissed from the program if a personal, emotional, mental, or behavioral problem that is exhibited 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. Judgments regarding such issues will be made by the faculty of the School with recommendations for corrective action made to the Dean of the Graduate School.

Any of the following behaviors may result in disciplinary review and possible recommendation for suspension or dismissal from the MSW program:

- Behavior judged to be in violation of the NASW Code of Ethics.
- Behavior judged to be in violation of the UMSSW Essential Skills and Functions (signed by student via Sonia practicum software before entering generalist year practicum)
- 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).
- Documented evidence of conviction of a criminal act that is contrary to professional practice, that occurs during the course of study, or that occurred prior to 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.
- Failure to respond to requests and/or communication from the School for more than 1 month.
- Violations of the UM Student Conduct Code.

The student will be subject to review by the faculty or representative group thereof for recommendations regarding possible corrective action.

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:

a. The student will be notified of the specific concerns.

b. A representative body of the social work faculty (generally including the Chair, BSW or MSW Program Director, student's advisor, and other members of the faculty as appropriate), will meet to 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:
    i. No action.
    ii. A plan and timeline for corrective action by the student.
    iii. Recommendation to the Dean of the Graduate School for dismissal from the social work program. The student will be informed in writing of the faculty recommendations.
c. The student has the right to appeal the decisions of the faculty. To do so, the student should present a formal letter to the Dean of the Graduate School concerning relevant details that were misrepresented, or contingent circumstances within 10 days. The Dean of the Graduate School will then render a decision on this matter. See Graduate School Policy B8.000 Academic Probation and Suspension.

Please note, students who do not respond to requests for meetings as detailed by this section will be considered as accepting of the outlined process and outcomes as recommended by faculty.

Student Support and Accountability Plan Policy

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

Selected examples of when an SSAP will be implemented:

- Cumulative GPA falls below a 3.0
- Student receives a "C-" or below and is required to retake a course
- Behavior is in violation of the UMSSW Essential Skills and Functions
- Pattern of unprofessional behavior toward students, colleagues, faculty, staff, clients, or community members (on campus, in field placement, or in the community)
- Failure to address personal, emotional, medical, or legal challenges that interfere with professional judgment, performance, and responsibilities

Student Support and Accountability Plans require signature by the student, MSW Director, Advisor, Program Coordinator, and Chair. Student Support and Accountability Plans will be reviewed to discuss progress towards completion at the conclusion of each semester (Fall, Spring, Summer). Failure to sign SSAP will result in an immediate pause in program progression until a resolution can be reached.

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

Additional Program Policies

The program has also developed the following policies and procedures that students are expected 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.

Change of Status Request

Students who find an exceptional problem in completing their initially planned course of study (i.e., full-time or part-time) must request a change in status in writing, through their Academic Advisor and to the MSW Director by April 1 (for Fall semester) and November 1 (for Spring semester). This request must occur after consultation with the assigned Academic Advisor, who will assist in developing a revised course of study and forward the student request to the Director to meet the deadline date.

Every attempt will be made to honor student requests; however, the needs and objectives of the program will be considered in making these decisions. Students are required to complete foundation and concentration courses in their designated sequence.

Students accepted into the MSW program are expected to complete their degree in the MSW program. Admittance into or full application to the Advanced Standing MSW program is required for participation in the respective MSW programs (see Appendix F).

Students may be denied change of status/modality change if currently on a Student Support and Accountability Plan. Modality changes will not be approved mid-semester. Mid-year modality change requests must be submitted to the MSW Director and approved by the MSW Committee.

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.

More than 2 incomplete grades will result in an Academic Review meeting with Program Lead and or MSW Director or Chair.

Additional Policies for Incomplete Grades from UM Catalogue

It is assumed that students have the responsibility for completing the requirements of the courses in which they are enrolled within the time framework of the semester.

A grade of Incomplete (I) may be given when, in the opinion of the instructor, there is a reasonable probability that students can complete the course without retaking it. If an Incomplete is granted, the student should not re-register for the course as that is considered a course repeat.

The incomplete is not an option to be exercised at the discretion of a student. In all cases it is given at the discretion of the instructor within the following guidelines:

1. A mark of incomplete may be assigned students when:
    - The student has regularly attended and completed passing work for most of the semester, and
    - For reasons beyond the student's control and which are acceptable to the instructor, the student has been unable to complete the requirements of the course on time. Negligence and indifference are not acceptable reasons.
2. The instructor sets the conditions (including the deadline; maximum/default is one calendar year) for the completion of the course work.
3. When a student has met the conditions for making up the incomplete, the instructor will assign a grade based upon an evaluation of the total work done by the student in the course.
4. An incomplete which is not made up within one calendar year automatically will revert to the alternate grade which was assigned by the instructor at the time the incomplete was submitted.
5. Faculty are required to report both the alternate grade and the deadline for all incomplete work submission; this information is collected at the point of grade submission.
6. An incomplete remains on the permanent record and is accompanied by the final grade, for example, IA, IB, IC, etc.

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:

- Academic Writer Tutorial
- Purdue Owl

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).

Course Exemptions, Waivers or Substitutions

In those cases where it appears that students possess the requisite knowledge and skills that are included in first year (generalist) coursework they are eligible to petition for a course exemption, waiver, or substitution. The requirements for course exemptions, waivers, or substitutions are described below:

- **Exemptions** – Exemptions are granted to those students who have successfully completed graduate-level coursework taken as a graduate or non-degree seeking graduate student (with grade B or better) that clearly duplicates foundation course content. Students receiving an exemption are not required to register for additional credits to replace those for the course(s) from which they are exempt. The credits awarded for the previous coursework will be counted. As a result, the student will have a reduction in the number of credits required for the degree. Eligible students include those identified by the MSW Director during review of application materials as having completed the requisite course content and students who believe they have completed similar course content and request to be considered for an exemption. For example, a student who completed a graduate-level research methods course may be eligible for exemption from SW 520. The student would be required to complete 57 rather than 60 credits for the MSW degree. Students requesting a consideration for an exemption must submit:
    1. a copy of the previously completed course syllabus;
    2. copies of completed course assignments, upon request from the MSW Program Director; and
    3. an official copy of transcripts indicating a grade of B or better in the course.

    If these documents indicate that similar course content has been successfully completed through prior coursework the MSW Director can grant an exemption.

- **Waivers** – When students can complete course work in the subject area of a required foundation course and can demonstrate mastery of the course content, they can request a waiver for the corresponding course(s). For example, a student who has completed an advanced undergraduate social research methods class may be eligible for a waiver for SW 520. Requests for a course waiver must be submitted to the course instructor at least two weeks prior to the start of the term in which the course is being offered. The request must include:
    1. a copy of the previously completed course syllabus;
    2. copies of completed course assignments; and
    3. an official copy of transcripts indicating a grade of B or better.

    Following review of the documents and interview with the student, the instructor will make a recommendation to the MSW Program Director as to whether or not the student making the request is eligible to waive the course. The instructor may require the student to take an equivalency examination to demonstrate mastery of core course concepts. If the instructor determines that similar coursework has been successfully completed (grade B or better) and that the student has mastered the core concepts, a course waiver is issued. If the student successfully passes the examination, a course waiver is issued. The waiver exempts the student from enrolling in the foundation course but it does not grant course credits. As a result, the student must enroll in an alternative course to complete the 60 credits required for the MSW program.

- **Substitutions** – A substitution refers to using one course in lieu of another for a required generalist or specialization year course. Requests for substitutions must be made to the MSW Director one month prior to the course's start date. Students making a substitution request must have a legitimate reason for making the substitution and must submit a copy of the syllabus of the course being proposed for substitution.

Elective Courses

Students take a minimum of six elective course credits during their course of study. Students are encouraged to choose elective courses that compliment an area of emphasis as outlined in this handbook (interpersonal practice, community and organizational practice, or social and political change, pp. 39-40) or ones that fit best with their personal learning goals. Students can enroll in elective courses starting fall semester. Students can take a maximum of three credits at the 400 level if the course is an approved graduate course option (designated UG) and completed for graduate credit. Courses below the 400 level cannot be taken for graduate level credit. A minimum of three credits must be completed at the 500 level or above, unless an exception is granted by the MSW Program Director, or the student is completing the LAC track which would allow for all electives to be at the 400 level. Students interested in Independent Study or Omnibus credits must complete them at the 500 level or above.

Although elective courses are typically completed in the School of Social Work students are also encouraged to consider elective courses outside of the School. When students choose electives outside of the School the following stipulations apply:

1. One graduate level course may be taken at another institution
2. A maximum of three credit hours can be taken outside the School and be applied toward requirements for the MSW degree from The University of Montana

The following steps must be completed in consultation with the student's academic advisor before taking a course outside of the School:

1. Develop a rationale and plan to take a course elsewhere. Identify the course by title, as well as the department and institution where the course is located.
2. Validate that the proposed course is offered for graduate credit.
3. Obtain a signature from an academic advisor indicating that the course is appropriate and offered for graduate credit at the 400 level or above.
4. Forward a copy of the proposal to the MSW administrative assistant for student's file.

Students also have the option to pursue elective credits through independent studies. Students who wish to pursue this option should follow the procedure outlined above for taking courses outside the department and meet with their academic advisor to discuss potential learning opportunities with faculty.

In-progress Grades

The grade of "N" denotes a course is in progress and is a temporary grade assigned to students for their first semester of specialization practicum. The temporary grade is replaced with a permanent grade based on the score earned on the final practicum evaluation received at the end of the practicum year. Please also see page 30 of this Handbook for incomplete grade information.

Leave of Absence

A leave of absence is a period during which students maintain their status but are not entitled to The University of Montana's services provided by the payment of tuition or fees.

A request for a leave of absence can be made at any time during the academic year for the following semester. A leave of absence may begin during a semester, provided the completed application for leave is processed before the end of the fourth-class session; in this case the entire semester is counted toward the leave. Students desiring leaves of absence must discuss the request with their advisor and the MSW Director. The request for leave will be reviewed at the next available faculty meeting. A Leave of Absence request form (see Appendix G) must be completed and approved by the Chair of the School of Social Work and the Dean of the Graduate School. A date of return will be agreed upon in advance. A

student who fails to return on the agreed date will be considered to have withdrawn from The University of Montana. Students on leave are fully responsible for returning on the agreed date.

Students returning from a leave of absence must complete all outstanding required course work at least two weeks before the first day of classes in the semester in which they are returning.

A leave of absence does not waive the five-year maximum timeline for completion of the degree. Students must complete the MSW program in five calendar years (ten active semesters) from the time of acceptance.

According to UM Graduate School Policy:

"Graduate students who are not continuously registered will be dropped from their programs. If students are required to step out of their programs because of an emergency, they may petition for a leave of absence from their program by filling out a Graduate School Request for Leave of Absence Form. The student's program chair or dean signs the form, and the student submits it to the Graduate School. The Graduate Dean will sign the form indicating approval or disapproval of the leave for the period of time requested. The length of a leave of absence cannot exceed a year, but the student can petition for additional time after one year.

Leaves of absence will not be approved for the purpose of working on jobs, research, thesis, dissertations or to establish residency.

In addition, students much be registered for a minimum of 3 credits per semester to maintain continuous registration. Students must be enrolled for a minimum of 3 credits in the semester that they officially graduate. If students have incomplete grades that delay graduation, they must enroll for an additional 3 credits during the semester in which they complete graduation requirements.

More information on continuous enrollment and the procedure for readmission can be found at the Graduate School Policies page.

Time Limits

All requirements for the degree must be completed within five years from the student's entry into the program. No graduate course offered for the degree may be more than six years old at the time degree requirements are completed with the exception of any courses accepted in transfer.

Transfer Credit

A maximum of nine (9) semester credits may be taken for graduate credit through another accredited MSW Program with the following provisions:

1. The actual number of credits accepted, up to the maximum of 9, is to be determined by the MSW Director and subject to final approval by the Dean of the Graduate School.
2. A maximum of nine (9) general graduate credits can be transferred in.
3. The credits for required social work classes must be from a CSWE- accredited School of Social Work.
4. A GPA of 3.0 or better must be earned in courses to be considered for transfer.
5. Credits are transferable, grades are not.
6. All courses submitted for transfer credit at the time of application must be completed prior to the student's enrollment into the program, and decisions on acceptance of transfer credit must be made at the time the plan of study is approved.
7. Official transcripts of the courses taken at other institutions must be filed with the School of Social Work and the Graduate School.
8. The applicant must make available upon request course descriptions, material summarizing content, and samples of the applicant's course work.

Withdrawal from Courses

To withdraw from a course, the student must complete the appropriate form available from the Registrar's Office. A grade of "W" will be assigned for students who withdraw prior to the fourth class meeting. Withdrawal after the deadline will result in a grade of "F," except when extenuating circumstances are involved. Students who wish to withdraw without academic penalty after the deadline must present their case in writing before the end of the course to the Associate Dean of the College of Health Professions and Biomedical Sciences.

Withdrawal from Master of Social Work Degree Program

Withdrawal from the program can take many forms. A student may officially withdraw, be dismissed, take a leave of absence, or be administratively withdrawn. Withdrawal from the program implies withdrawal from all courses, and the Graduate School's regulations concerning grades are applicable.

Mere non-attendance does not constitute official withdrawal from the program. It is necessary to inform the School of Social Work of your intention to withdraw, and this request will be forwarded to the Graduate School. Unauthorized withdrawal from the program or nonattendance (failure to register and attend fall & spring semesters) will result in administrative withdrawal.

Tuition, Fees and Registration

The UM Office of Business Services provides up-to-date information on graduate student tuition and fees. Check their website for more information.

Financial Aid

TEACHING ASSISTANTSHIPS AND RESEARCH ASSISTANTSHIPS: A limited number of

teaching and research assistantships are available from the Graduate School and external funding sources. In addition, The School of Social Work offers RA/TA positions for 6-12 hours per week. Awards are made on a semester-by-semester basis.

FINANCIAL AID PACKAGES: Graduate financial aid packages typically include a combination of need-based subsidized and unsubsidized student loans. A student using the FAFSA automatically applies for all federal and institutional loans with one application. Students who desire work study, and who are not on assistantships, are also considered with the FAFSA application.

Please see the Graduate School website for further information on financial assistance.

Advising

The MSW program assigns students faculty advisors who can assist students with academic planning and career development. In addition, faculty advisors serve as chair of student's portfolio committee. There are limited circumstances where students may request a change of advisor and requests will be considered on a case-by-case basis. Please note an advisor change may not be possible based on numerous considerations that go into advisor assignment. If you have questions or would like to discuss a potential advisor change, please reach out to the MSW Lead, MSW Director and/or the Chair. Please note that advisor changes may be initiated by the department in order to balance section sizes. In these instances, students will be informed directly by the department.

Although faculty advisors are here to help, it is important for students to realize that the ultimate responsibility for meeting academic and graduation requirements is their own. The UM Graduate Catalog is the sole source of information on approved curricula. Students will be held to the degree requirements found in the Graduate Catalog based on their admissions/catalog term. Academic progress will be tracked in Degree Works. If the information reflected there is incorrect, contact your advisor with the necessary changes.

Registration

Please contact your faculty advisor at the School of Social Work for advising information prior to registration each semester. For course planners and supplemental information see our "Courses by Semester" webpage at: Course Schedule Planner

The Graduate School's continuous registration policy requires students to register for every term unless they have an approved leave of absence. Students must register for a minimum of 3 credits to remain in good standing with the Graduate School. For more information about the continuous registration policy, please visit the Graduate School policy webpage on Degree Standards.

Leaves of Absence are normally for a maximum of one semester and must be approved by the Dean of the Graduate School. Terminal registration for a minimum of 3 credits is required for all graduate students in their final term.

Registration is done through the Cyber BEAR system. Please visit the Cyberbear website at https://www.umt.edu/cyberbear/ for information on the registration process, courses schedules, payment of tuition and fees, and important dates and deadlines for the academic year.

Auditing a Course

Students may request to audit social work courses, however students may not audit core courses. Auditing of electives must be approved by the course instructor.

Deferral

Students who have been accepted into the MSW program may make a request to defer admission by one year. Students may only defer admission once, approval of a deferral request is not guaranteed, and deferrals beyond one year will not be approved. To request a deferral, students must complete and submit the MSW Program Deferral Request Form. The form must be completed prior to the first instructional day of the *original semester*. The student must also submit the Semester Withdrawal Form to the Registrar's Office. Deferral requests after the 8th instructional day may not be considered. If the student has not participated in their course by the 15th instructional day, they will be administratively dropped from the MSW program and reapplication is required. Late deferral requests may have academic and financial repercussions including but not limited to W/WP/WF on transcripts, no refund, and potential Financial Aid payback requirements. It is the student's responsibility to contact Financial Aid and the Registrar's Office to resolve these and for more information.

In order to re-activate admission for the new semester, the student must submit an Application for Readmission to the department for approval and signature. Acceptance into the new semester is not guaranteed and is subject to departmental review. Students who do not return at their agreed upon start date will be withdrawn from the program and a reapplication will be required.

The following reasons will be considered for deferral:

- Military Service
- Religious
- Cultural enrichment opportunities
- Research, internship, or work opportunities
- Medical
- Bereavement

Deferrals will not be considered for:

- Attendance at another university
- Pending application to another university

Student Participation in MSW Program Governance

The School of Social Work encourages the active participation of MSW students in the formulation and modification of policies and in activities affecting academic and student affairs through participation in advisory and decision-making bodies such as the MSW Program Committee, Student Evaluation Committee, Faculty Evaluation Committee,

Search Committee, MSW Orientation Committee, and MSW Graduation Committee. Requests for nomination for membership and participation in these committees, along with descriptions of the committee and member responsibilities, are sent by email to all MSW students at the start of fall semester.

The MSW Program Committee addresses policy and program issues on an ongoing basis. The Committee is convened by the MSW In-person Program Lead on a monthly basis to address curricular matters, program development and renewal, and specific student initiatives. The Committee is made up of the MSW In-person Program Lead, two faculty members, and a student member who also serves as staff to the committee. The MSW In-person Program Lead sends out a call for participation to the students in the fall, and appointments to this and other committees are made in consultation with the faculty. Student members of the committee bring student concerns to the group and participate as full members of the committee. The committee reports regularly to the full faculty regarding policies and procedures that might be modified to improve the program.

Faculty and Student Evaluation Committees: The performance of School of Social Work faculty members is evaluated on an annual basis. Evaluations are conducted by an elected Faculty Evaluation Committee, which also includes one MSW student member. The student member participates in all meetings and deliberations of the committee but does not have voting rights on the committee, per the UM Collective Bargaining Agreement. A Student Evaluation Committee (composed of both BSW and MSW students) reviews course evaluation data for each faulty member and submits its findings to the Faculty Evaluation Committee. Students review, summarize, and write comments on each faculty member's individual performance record, including faculty member requests for normal salary increases, merit increases, promotions, or tenure.

UM Graduate Student Council: One MSW student is also chosen by his or her peers to represent the MSW students on the campus-wide Graduate Students' Council. The Council represents the interests of all graduate students university-wide.

The Social Justice Action Network (SJAN) was founded in 2005 as an activist organization with student, faculty, and community membership to address local, statewide, national and international issues of social work and social justice. SJAN has developed a mission statement and approved a constitution and by-laws to become an officially recognized organization through the Associated Students of The University of Montana. SJAN is not currently active, however, students are welcome to reactivate it.

Additional Opportunities for Participation: Whenever the School undertakes a search for new faculty members, one MSW student serves as a member of the Search Committee. Committees comprised of students and faculty are formed each year to plan the fall orientation for incoming first-year MSW students and for graduation activities. Students have taken leadership in the community-building process of new-student orientation. Students are encouraged to develop and sustain collective, organized efforts that support their interests. The School of Social Work faculty are willing to serve as organizational allies in these endeavors.

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.

Due Process and Right to Grade Appeal

The School of Social Work extends the right of due process to all students. Students appealing a course grade should follow the University of Montana Process. This is outlined on the Office of the Executive Vice President and Provost website under Student Concerns:
http://www.umt.edu/provost/students/concerns/

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 Affirmative Action website. Students may also contact the Montana Human Rights Bureau by visiting their Facebook page: https://www.facebook.com/MTHumanRights/.

Access to Accommodations

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

Overview of Process: Students that think they may have a disability adversely affecting their academic performance must meet with a representative of the Office for Disability Equity (ODE)

office on campus and register with them. After being granted an official letter of accommodations by ODE, students decide if they want to share the letter with professors. When students select to notify faculty, it then is their responsibility to email the letter to individual professors and/or share a paper copy. It is not enough to simply share the letter of accommodations with each professor and it is the student's responsibility to make arrangements for specific accommodations with each professor for each course. Students are also responsible for renewing their eligibility each semester. The ODE office is located in Aber Hall, 1st floor, and can be reached at ode@umontana.edu or 406-243-2243. Students can also visit the Accessibility website for a complete list of resources

University of Montana Non-Discrimination and Title IX Statement

The University of Montana is committed to providing a learning and working environment that promotes respect, dignity, and equity for all individuals. In accordance with federal and state law, the University does not discriminate—and prohibits discrimination—on the basis of race, religion, color, national or ethnic origin, ancestry, creed, sex (including pregnancy, childbirth, lactation or related medical conditions), gender, (including gender identity, gender expression, and gender transition), sexual orientation, physical or mental disability (including having a history of a disability or being regarded as having a disability), marital or family status, genetic characteristics or information, age, veteran or military status, political ideas, or any other legally protected classification in its educational programs and activities, including admission and employment.

In accordance with Title IX of the Education Amendments of 1972 and its implementing regulations, the University of Montana does not discriminate on the basis of sex in any education program or activity that it operates. This requirement extends to admission and employment. Inquiries about the application of Title IX may be referred to the University's Title IX Coordinator.

The University of Montana has designated a Title IX Coordinator and Director of Equal Opportunity to coordinate its compliance with Title IX and other non-discrimination laws and policies. Their contact information is:

Title IX Coordinator and Director of Equal Opportunity
Office of Conflict, Resolution, & Policy
University Hall 004
University of Montana
Missoula, MT 59812
Phone: (406) 243-5710
Email: conflict@umontana.edu
Website: umt.edu/eo
Submit a report online

Individuals may also contact the U.S. Department of Education's Office for Civil Rights (OCR) with inquiries, questions, or complaints at:

Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Phone: 800-421-3481
TDD: 800-877-8339
Email: OCR@ed.gov
Website: https://www.ed.gov/ocr

Any person may report discrimination, harassment (including sexual harassment), or retaliation—by using the contact information listed above, or by any other means that results in the Title IX Coordinator or the Office of Conflict, Resolution, & Policy receiving the report. Reports may be submitted at any time, including during non-business hours.

The University has adopted and published grievance procedures providing for the prompt and equitable resolution of student and employee complaints of discrimination, harassment, retaliation, and sexual harassment, including formal complaints under Title IX. Information about how to file a report or formal complaint, and how the University will respond, is available from the Office of Conflict Resolution and Policy on the Equal Opportunity and Title IX website, including:

- Discrimination, Harassment, and Retaliation Policy and Procedures
- Sexual Harassment Policy and Procedures (anticipated issuance in August 2025)

This non-discrimination statement is prominently displayed on the University of Montana's website and included in relevant publications, including handbooks and catalogs distributed to students, employees, applicants, and unions or professional organizations holding collective bargaining or professional agreements with the University.

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 values-based process of continual self-assessment, soliciting the participation of a variety of constituencies and using assessment findings to continually improve the program.

We employ a range of procedures to ensure a process that is effective, inclusive, comprehensive, varied, and instructive. 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 in terms of 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 arenas of professional practice.
- Program assessment is important within an institutional context and is coordinated with institutional accreditation processes and institutional assessment plans and measure.
- Program assessment reflects 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 a variety of constituencies in providing input and feedback.
- Overlapping and integrated in such a way that outcomes are measured in multiple ways over time.
- Consistent with social work best research practices.

Resources, Services, and Organizations

There are several 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 Legal Services

Experiential Learning and Career Services

Financial Aid

Global Engagement Office

Mansfield Library

NASW- Student Membership

Office for Disability Equity

Office of Student Success

Office of the Registrar

Payne Family Native American Center

Student Advocacy Resource Center (SARC)

Student Technology at UM

Writing and Public Speaking Center

Field Education

Director of Field Education Welcome

Welcome Social Work Students,

On behalf of the University of Montana School of Social Work (UMSSW), 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 behaviors in a field education 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

Advanced Standing MSW students will be in an agency setting for approximately 20-25 hours per week for two consecutive semesters and complete 600 hours of practicum over one academic year. You will have an Agency Field Instructor (AFI) at your practicum site who will serve as your mentor and supervisor. In addition, you will have a UMSSW field liaison who will facilitate your weekly seminar course and serve as the first line of support for all practicum needs.

This manual is designed to provide you with the essential information for making your practicum a successful experience. Please read it thoroughly and pay particular attention to the Essential Skills and Functions and the Problem-Solving Phases (see pg. 61). Additionally, I would like to highlight an online resource, Field Placement Anxiety, which 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,

Katharina Werner, LCSW, MSW
Director of Field Education/ Clinical Associate Professor

Mission, Goals, Core Competencies and Practice Behaviors

CSWE Curriculum Policy Statement Regarding Field Practicum

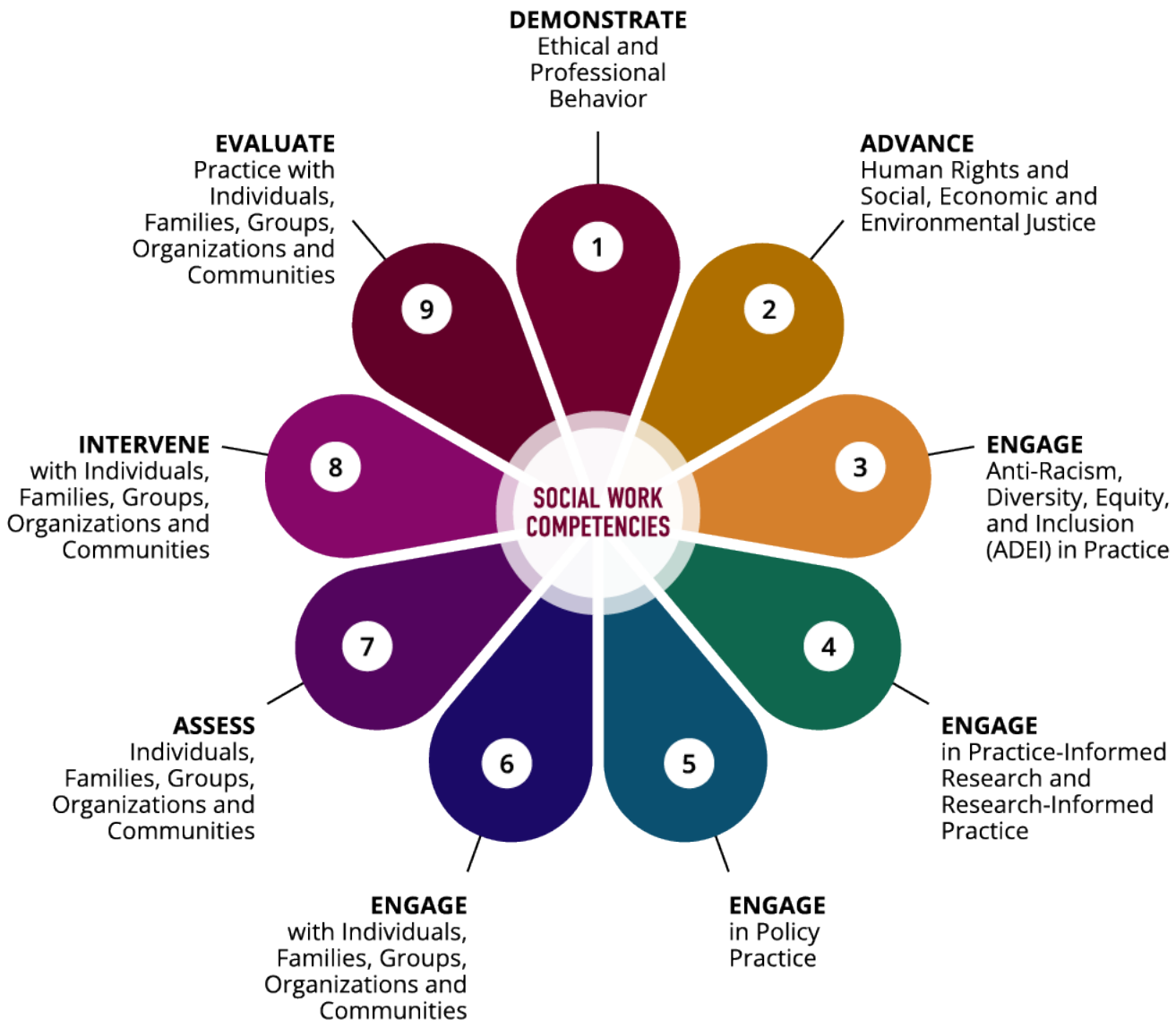
Educational Policy 2.2—Signature Pedagogy: Field Education

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.

Competency 10: Apply Forms of Leadership to Support Collaborative, Interdisciplinary, or Transdisciplinary Relationships and Active Community Participation in Addressing the Intersection of Local and Global Issues Impacting your Community and Greater Geographic Region

Behaviors – Social Workers:

a. Apply understanding of the relationships among local, state, federal, and Indigenous governments to inform effective advocacy for the rights and wellbeing of residents of one's community; and
b. utilize inclusive, collaborative approaches to leadership to bring diverse community and organizational stakeholders into processes of organizational change; and
c. Facilitate and/or engage in critical dialogue around diversity, equity and inclusion; and
d. Apply knowledge of trauma and trauma-informed organizations to assess and improve organizational practice.

Student Placement Software - SONIA

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

Master of Social Work Practicum Policies and Procedures

Since professional social workers wear many hats, students have the opportunity to do a variety of placements with a wide range of learning opportunities. Social work practicum placements occur in settings that allow for direct service with individuals, families, and groups; for example:

- child welfare programs,
- behavioral health agencies,
- domestic/sexual violence programs,
- homelessness programs,
- substance abuse programs,
- correctional settings etc.

As well as in community organizing and policy focused contexts; for example: city or county government and social service programs, legislative offices, voter mobilization programs, civic engagement agencies, etc.

Some placements are more clinically focused while others are more macro-level/ advocacy focused. As long as students are able to engage in the CSWE Competencies they are likely able to get a rich learning experience.

Private Practice Placements

While social workers may choose to work in a private practice setting after obtaining their MSW degree and social work clinical licensure, these settings are generally not available for social work practicum placements. One of the requirements of a practicum agency is that they pay particular attention to the needs of people who are vulnerable, oppressed, and/or living in poverty and that they provide learning opportunities to engage in social, racial, and economic justice work in an agency-based setting. MSW placements must also provide access to engage, assess, intervene, and evaluate on a multi system levels (individuals, families, groups, organizations, and communities). Select private psychotherapy settings may be suitable for field education placements and will be evaluated on a case-by-case basis by the UMSSW Field Education Program. **It is important to note that private practice placements will only be considered for MSW students going into their specialization year practicum. These placements are not available to BSW or first year MSW students since their field education focuses on generalist and not clinical practice.** All students wanting to engage in more advanced direct practice with a focus on building foundational clinical skills should consider the following agencies and practice contexts: behavioral health centers, community health centers, mental health support teams, addiction treatment centers, substance use and recovery agencies, residential and outpatient services, prerelease centers, domestic and sexual violence programs, etc.

To meet the goals of the field education learning experience, private practices that wish to be approved must meet the following criteria:

- Compatibility with the educational objectives of social work and its accrediting body, CSWE which embody the values and ethics of the social work profession, including its emphasis on antiracism, diversity, equity and inclusion and the NASW Code of Ethics.
- Demonstrated commitment to serving vulnerable, oppressed, marginalized, and/or diverse populations by accepting varied payment options such as Medicaid, sliding-scales, etc.
- Serve a need in the community; address a social issue/problem affecting the community.
- Engage with multiple external points of contact within the larger social service delivery system (e.g., schools, courts, human and social services, etc.).
- Articulate a defined mission and agency policies and procedures.
- Utilize a structured intake process.

- Employ at least two practitioners, one of them qualified to serve as MSW agency field instructor, i.e., Must have earned a MSW degree from a CSWE accredited school of social work, completed two years of post MSW practice experience and hold appropriate licensure. It is necessary for field instructors to be licensed at the LCSW level when supervising a clinical practicum where students are providing therapeutic treatment.
- Since practicum is an applied training course, the agency staff must be capable of maintaining agency operations without reliance on practicum students. Pursuant to CSWE accreditation and the Internship "Test" of the Federal Fair Labor Standards Act (FLSA) students cannot be used as employees (unless in an approved employment-based practicum setting).
- Openness and ability to provide opportunities to develop students' competencies in micro, mezzo, and macro social work. This means that students can access opportunities for individual, family, group, and macro experiences.
- Provide a structured learning environment where students progress on a continuum that begins with initial training/ onboarding, opportunities to shadow/observe social work practice and move towards more independent practice throughout placement period.

The Specialization Year Practicum

The specialization year practicum (600 hours total concurrent with classroom courses) is designed to achieve curricular objectives for the specialization year and to help the student gain advanced knowledge and skills related to integrated practice.

Application and Admission

Before entering practicum, students must submit an MSW Advanced Standing Practicum Application via Sonia, the practicum software program. The completed application provides information about students' backgrounds and areas of interest, along with an assessment of their social work knowledge and skills.

After submitting the application, students attend a mandatory field education orientation to learn about practicum process and requirements and to discuss available practicum agencies and opportunities that meet student's learning needs. The student will then arrange interviews with agencies and, after securing a site, complete the required practicum proposal paperwork. Once a practicum site is selected and approved, students submit a Practicum Proposal Form (PPF) via their Sonia account informing the Field Education Program about their proposed placement, including agency field instructor information and learning opportunities that align with the ten competencies. Students cannot accumulate practicum hours until the following forms are submitted to the practicum office:

- MSW Practicum Application
- Practicum Proposal Form

- Memorandum of Understanding - MOU (this form has to be completed by both the student and their Agency Field Instructor)
- Essential Skills & Functions Form
- Acknowledgment of Risk Form

Practicum Selection and Placement

Interview and Selection of Practicum Site

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

Students will receive extensive support at the beginning and throughout the practicum placement process. Students are considered adult learners and are active drivers of the practicum experience from beginning to end. Students are expected to engage in professional communication and outreach with all parties involved in the field placement process and it is the student's responsibility to contact potential agencies, apply and interview 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 and agency 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 Practicum Proposal Form, Memorandum of Understanding (MOU), Essential Skills and Functions, and Acknowledgement of Risk Forms (see Appendix H, I, and J). **Students cannot officially start counting practicum hours until all of the above forms are submitted.**

Virtual Practicum Fair

It is strongly recommended that students attend the annual Practicum Fair offered by the Field Education Program fully virtual in the spring semester. Partner agencies are invited to attend 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 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. 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 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.

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., 20 hours are completed in the employee's regular role and 20 hours are completed in the new and separate practicum role). Students who are 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 to use their current employed position as their practicum, the student will be paid for their practicum hours (Appendix K).

Requirements for an EBP

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:

- The student must be in good academic standing and in good standing at their employment agency. **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.
- Employment supervisor and 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 10 social work competencies and skills compatible with the student's social work practice classes and course of study, i.e., Specialization (for Advanced Standing MSW)
- 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). Our goal is to ensure the role of the student as a learner while they are 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 25 hours per week** towards practicum hours.
- The agency must be willing to sign the UMSSW Practicum Memorandum of Understanding (MOU) or an Affiliation Agreement and agree to the EBP specific requirements of either 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 Executive Director of the agency (or their designee), the student-employee, the faculty liaison, and filed with the Field Education Program.
- Students applying for an EBP must be able to demonstrate how their employment role either offers a new role with new and distinct learning opportunities OR how their current employment role relates to the core social work competencies. This information is submitted via the Practicum Proposal Form in Sonia. Once the PPF and EBP info is submitted 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.
- Employment Based Practicum is not the same as a paid internship (i.e., a practicum position receiving a small educational stipend or hourly pay for the 15 hours per week a student contributes to their practicum agency). Consequently, paid internships/ practicums do not fall under the same requirements as the EBP.

Application and Approval Process

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

Termination of EBP

If a student in an Employment Based Practicum is terminated from their employment role, consequently leading to termination of their practicum, the same academic review process will apply as

for non-EBP placements (refer to student handbook). Termination of employment may ultimately lead to a pause in practicum and a delay in a student's graduation timeline.

Remote Practicum Placements

The landscape of social work practice has evolved significantly in the wake of the COVID-19 pandemic, with an increasing number of agencies and organizations embracing fully remote service delivery. This shift has expanded opportunities for social workers and social work students to engage in virtual practice, including telehealth, case management, and advocacy, particularly benefiting individuals in rural and tribal communities where access to in-person services may be limited.

Recognizing these changes, this policy establishes guidelines for remote and virtual social work practicums, ensuring that students receive high-quality, ethically sound, and competency-based training in digital practice environments. By integrating virtual learning and supervision, this practicum framework supports the development of critical skills necessary for effective remote service delivery while maintaining the profession's core values of equity, accessibility, and client-centered care.

Purpose: This policy establishes the requirements, expectations, and support structures for students participating in remote or fully virtual social work practicum placements. While fully in-person placements are preferred, this policy reflects the flexibility needed to align with evolving service delivery models. The goal is to ensure that students are well-equipped for virtual learning environments and can successfully meet the competencies required for their practicum experience while upholding the highest standards of professionalism and ethical conduct.

Eligibility Criteria: To qualify for a remote or fully virtual practicum placement, students must meet the following criteria:

- **Independent Learning Skills:** Students must demonstrate the ability to work independently, manage their time effectively, and stay engaged in a self-directed learning environment.
- **Field Experience:** Students should have prior experience in social work or a related field, ensuring they possess foundational skills necessary for a virtual setting.
- **Technological Proficiency:** Students must be comfortable using technology for communication, documentation, and service delivery. Familiarity with video conferencing, case management software, and digital collaboration tools is required.
- **Reliable Internet Access:** Students must have consistent, high-speed internet access to ensure smooth participation in virtual meetings, supervision sessions, and online training.
- **Ethical and Professional Readiness:** Given the autonomous nature of remote work, students must demonstrate ethical decision-making skills, professionalism, and the ability to maintain client confidentiality in virtual environments.
- **Practicum Limitations:** Students may not have more than one completely virtual practicum. Requests for two remote practicum placements must be made to the Field Education Team and are decided on a case-by-case basis.

Practicum Placement Flexibility: Practicum placements and activities may be completed in various formats:

- Fully in-person
- Fully virtual
- Hybrid (a combination of in-person and virtual activities)

While the UM School of Social Work is not required to provide a virtual practicum option, some virtual placements may be available. In certain circumstances, the UMSSW Office of Field Education will assist students in vetting virtual placements for appropriateness and initiating community partnerships with new sites.

Expectations and Responsibilities: Students in remote practicum placements are expected to:

- Meet all educational objectives of social work and its accrediting body, CSWE, which embody the values and ethics of the social work profession, including its emphasis on antiracism, diversity, equity, and inclusion and the NASW Code of Ethics.
- Adhere to all professional social work standards and ethical guidelines, including confidentiality and appropriate use of technology.
- Communicate proactively with field instructors and supervisors, ensuring regular check-ins and timely reporting of any challenges.
- Utilize digital tools effectively for case management, client interactions, and supervision meetings.
- Participate in all required training sessions to enhance their competency in remote service delivery.
- Maintain an organized, professional workspace that ensures privacy and minimizes distractions.

Supervision and Support: Agency Field Instructors (AFIs) must provide regular virtual supervision, ensuring students receive guidance, feedback, and professional development opportunities. Due to the nature of virtual placements, additional assurances must be met:

- Thorough and clear onboarding process, including but not limited to a review of technology systems, agency services, expected ways to engage and serve clients, and documentation systems.
- Thorough and clear training program related to the services the student will be learning and practicing during practicum.
- Clear and weekly Field Instructor and/or Task Supervisor (when appropriate) supervision plan.
- Clear process for documenting and approving student's practicum hours.
- Clear daily communication plan with the Field Instructor or Task Supervisor.
- Clear plan for ways the student may engage with agency personnel to be part of the agency community.

- Clearly defined process for emergency support if/when a need arises with a client.

Assessment and Evaluation: Student performance will be assessed based on their ability to meet all core competencies (as laid out in the learning agreement), demonstrate professional readiness, and effectively engage in remote practice. Evaluations will include feedback from field instructors, self-assessments, and reviews of documented work.

Conclusion: Remote and fully virtual practicum placements offer flexibility and valuable learning experiences but require students to be self-motivated, technologically proficient, and experienced in the field. This policy ensures that students are prepared for the demands of virtual social work practice while receiving the necessary support and supervision to succeed.

Remote Work & Virtual Practicum Readiness: Self-Assessment

Instructions: Reflect on each statement below and rate yourself on a scale from 1 (strongly disagree) to 5 (strongly agree). Once you've completed the assessment, calculate your total score and review the results section to determine your fit.

1. Technological Skills

- I am comfortable using technology (e.g., video conferencing, online learning platforms, digital tools) for communication and collaboration.
- I have access to a reliable computer, high-speed internet, and a quiet, dedicated workspace.
- I can troubleshoot basic tech issues or seek help when needed.

2. Communication Skills

- I am confident in my ability to express myself clearly in written formats (e.g., emails, reports, case notes).
- I can actively participate in virtual discussions and engage meaningfully with clients and supervisors.
- I am comfortable initiating communication when I need guidance or support.

3. Time Management

- I can structure my day, prioritize tasks, and meet deadlines independently.
- I stay focused and productive even when working remotely, without direct supervision.
- I am capable of balancing my academic, practicum, and personal responsibilities effectively.

4. Emotional Readiness

- I can stay motivated and maintain a sense of connection in a remote environment.
- I recognize when I need support and know how to access resources for self-care or mental health.
- I feel confident building rapport with clients and colleagues in a virtual setting.

5. Alignment with Goals

- I see value in developing virtual social work skills to adapt to modern client needs and professional settings.
- I believe a virtual practicum aligns with my long-term professional goals.

Scoring System:
Add up your scores for all statements (minimum: 15, maximum: 75).

- **60-75 points**: You are likely an excellent fit for remote work and virtual practicum placements! You exhibit strong readiness in key areas.
- **45-59 points**: You have some strengths but may need to work on certain areas (e.g., time management or emotional readiness) to fully thrive in a virtual setting.
- **Below 45 points**: A remote practicum may present significant challenges. Consider developing your skills and supports before committing to this type of placement.

Reflection Questions:

- What areas scored highest for you?
- What areas scored lowest, and how can you improve them?
- How can you access resources or support to address gaps in readiness?

Practicum Requirements and Policies

Practicum Hours

MSW Specialization Students

Students complete a total of 600 hours over the course of the fall and spring semester of their Advanced Standing year. The first practicum semester runs concurrently with Advanced Seminar I (SW 578) and the second semester of practicum with Advanced Seminar II (SW 588)

Qualified Activities

- Tasks and responsibilities assigned by AFI (ideally direct service centered)
- Initial onboarding activities, ongoing trainings
- 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, on call, and completing homework/ assignments DOES NOT count towards practicum hours!
-

Tracking Practicum Hours

Students are responsible for tracking practicum hours in Sonia and in order 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., 20 hours in one timesheet versus submitting individual hours. Students are not able to count more than 25 hours of practicum each week.**

Scheduling, Vacations, School Breaks, and Absences

Students are regarded as adult learners and professionals in their practicum and are required to engage in proactive and effective communication. This starts with discussing and arranging a feasible practicum schedule and consistent hours each week with their AFI. 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, i.e., students are asked to complete a minimum of 20 hours each week and follow a set schedule (e.g., two ten-hour days, three eight-hour days).

Practicum agencies are encouraged but not required to work around the university's academic calendar. Students should consider agency and client needs when scheduling school breaks, vacations, and absences and engage in effective communication with their AFI (and if needed field faculty) to inform the agency of absences. It is important to set a schedule that meets student and agency needs at the beginning of the semester 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 also extend beyond the required weekly hours in order to take advantage of learning opportunities.

If a student is ill or needs to be absent from the agency during scheduled practicum hours, it's the student's responsibility to notify the Practicum Agency Field Instructor to assure that agency staffing needs are met. If the absence lasts for more than one week, the student should also notify the faculty. During the practicum, students are responsible for informing the AFI 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. Again, students need to coordinate with their AFI and communicate effectively.

Practicum Forms

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

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

Deadlines for Securing a Practicum and Submitting Forms

Students must submit their practicum proposal via Sonia no later than 8/1. All subsequent required paperwork must be submitted by the end of week two of the fall semester. **Students must withdraw from practicum courses if they have not secured a practicum by the August 1 deadline or have not submitted the required paperwork by the end of week 2 of the fall semester.** Students will be required to postpone their practicum start date until the following fall semester.

The student's learning agreement must be completed and submitted via Sonia by the end of week four, unless otherwise communicated with the AFI and Field Faculty (e.g., in situations when a student started practicum several weeks into the fall semester, an extension to complete the learning agreement may be provided).

Both the learning agreement and mid-year and final evaluation have to 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 the form has been completed and approved by all parties.

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-Semester 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 MSW Specialization Learning Agreement addresses advanced integrated practice. Students are to identify learning objectives and activities that will assist them in reaching the learning goals. **An example of the learning agreement can be found in the appendix and on the student's Sonia page in the right-hand document section.**

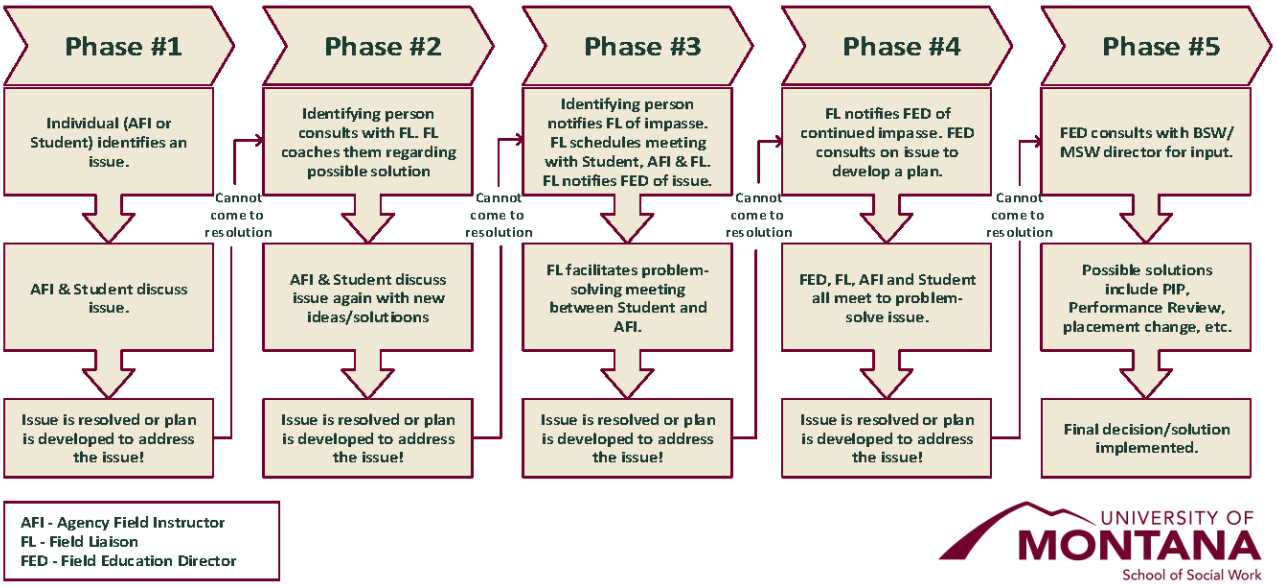
Changing Practicum Placements

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 full academic year. Practicum change requests will generally not be considered throughout the first term in 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 strong foundation for more independent practice at the agency during the second half of 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 appropriately and professionally address the situation at your practicum site. The first site visit, which should happen within the first 4-6 weeks at 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, with coworkers etc. as a learning moment and utilize their support systems and other tools to work through issues. Changes in practicum settings will not be considered without prior attempts at resolving problems or concerns. The following flowchart outlines the steps students, Agency Field Instructors, and field liaisons should follow when working through a difficult issue:

Problem-Solving Phases in Field Education

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



Should concerns persist throughout the first half of practicum, and only AFTER all the above problem-solving phases have been completed, will the Field Education Team consider changes of placement for the following reasons:

- Administrative changes within the agency which negatively impact the learning experience
- Lack of fit between student and Agency Field Instructor
- Failure of the agency to meet the expected standards for ethical professional practice
- Failure of the agency to provide MSW-level learning experiences

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 600 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 inability to follow work-related policies (i.e. timeliness, dress code, professional conduct).
- Legal or ethical concerns or violations.
- Student's inability to demonstrate knowledge and skills required by the practicum.
- Lack of fit between student and Agency Field Instructor.
- Poor academic performance of practicum student.
- Lack of professional readiness.

Academic Review and Special Advising Process

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

- A request may be made to the Department Chair in verbal or written form.
- The Department Chair will set a time for the review and determine who should be present.
- The student's faculty advisor is invited to attend the meeting as a support-person
- All participants are notified.
- A meeting is held during which all participants present their views.
- A final decision will be made by the Department Chair based on the feedback and recommendations of the participants.

The academic review process is guided by the BSW/MSW Student Handbook policies and University of Montana academic misconduct policies found in the Student Conduct Code website.

Required Co-requisite Courses

Students complete two semesters in a specialization practicum. Seminars are held every semester and run concurrently with the practicum.

The advanced integrated practicum seminar (SW 578, 579) prepares students to engage in practicum learning experiences as an integrated practitioner. Students will write their Learning Agreement with the integrated practice model as a focus. Students also develop an Individualized Learning Plan, which

includes practicum activities that will fulfill specialization year learning objectives. In addition, students utilize the seminar for peer consultation on their portfolio development.

Grading for practicum seminar courses is by Credit/No Credit (CR/NCR). **Students must receive a grade of CR in all seminar courses.**

Practicum Supervision & Roles and Responsibilities

Practicum supervision is an integral part of students' learning and development as professional social workers. Students receive weekly supervision from Agency Field Instructors and support and mentoring through their Field Liaisons (= Seminar Instructor) and other members of the Field Education Program as needed.

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 evaluation of the student.
- Provide orientation, training and ongoing support for Agency Field Instructors.
- Be available to students, agencies and field liaisons for consultation and facilitation of 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

- Meet each semester with the student and the Agency Field Instructor together.
- Assume responsibility with the Agency Field Instructor for the end of semester evaluations of the student's performance.
- 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

- Per CSWE accreditation guidelines, AFIs must hold an MSW degree with at least 2 years of post-degree experience. All efforts must be made by the practicum agency to identify and provide

MSW supervision on site. If the agency cannot meet this requirement, the UMSSW Field Education Program will support the student with additional outside supervision.

- Provide direct supervision to the student on a regular basis (ideally once a week for 30-60 minutes).
- Orient new students to agency structure and function, student responsibilities, policies and procedures, and to commonly used community resources.
- Provide guidance to student 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 program 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 of Disability Equity and the Director of Field Education.
- Reimburse students for out-of-pocket expenses incurred in the same manner as for agency employees.
- Participate in Agency Field Instructor Training and/or complete 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 MSW Supervisor

- Students placed in practicum agencies without an on-site MSW supervisor are assigned an Outside MSW Supervisor.
- Provides bi-weekly group supervision to the student.
- Works collaboratively with Field Liaison, AFI and Director of Field Education.
- Provides guidance to student in developing a Learning Agreement to structure the practicum experience.
- Follows procedures outlined in the UM School of Social Work MSW 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 engage in effective communication throughout the field placement process and practicum experience.
- Read and understand the UM BSW and/or MSW Practicum manual.
- Complete all paperwork required for practicum, including the Practicum Plan, timesheets and learning agreements all 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.
- Adhere to UMSSW Anti-Racist Principles.
- Behave in a professional manner, 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 for completion of 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, student understands that he/she is not an employee or a volunteer of the University of Montana or the Agency. As such, UM and Agency do not provide worker's compensation insurance coverage for students. Student understands that he/she is performing the practicum as part of the BSW or MSW educational program and agrees to maintain health insurance coverage throughout the practicum.
- Discuss with Agency Field Instructor, Field Liaison, and/or Field Education faculty any areas of disagreement, dissatisfaction or confusion in respect to any part of the practicum experience.
- Bring to the attention of the Field Liaison and/or Field Education of 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 evaluate student performance based on the Learning Agreement with student progress measured against the accomplishment of each of the 46 practice behaviors. It is anticipated that by the completion of the practicum, students will have been exposed to all of the core competencies and behaviors. Students receive an N (in progress) grade at the end of the first semester of practicum. **A CR/NCR grade for both fall and spring is issued at the end of the second practicum semester based on the score received in the second 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 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 to engage in further problem solving.

End-of-Semester Evaluations

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

The student, near the end of the semester, will arrange for and attend the End-of-Semester Evaluation meeting with the Agency Field Instructor and Field Education Faculty. **Both the student and the Agency Field Instructor** will complete the Mid-Term Evaluation prior to the scheduled meeting with the student and Director or Assistant Director of Field Education. The mid-term evaluation is qualitative and asks the student and AFI to reflect on several prompts, including areas of success, areas of growth, learning goals for semester 2, use of supervision, and other feedback.

End of Practicum/ Final Student Performance Evaluation

The student, at the end of the practicum, 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 second semester evaluation prior to the scheduled meeting with the student and Field Education Faculty. The Agency Field Instructor will provide a numerical rating for each of the practice behaviors and provide comments regarding the student's performance. Practicum performance and development in each of the competencies and practice behaviors is 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/or coaching.

2: Minimal Competency – Student rarely demonstrates competency with this practice behavior.

1: No Competency – Student does not demonstrate competency with this practice behavior.

The evaluation form will compute the total score (a CR/NCR threshold). Agency Field Instructors will have the opportunity to make comments regarding the total score and grade associated with it.

The evaluation comments and scores by the Agency Field Instructor will be reviewed by Field Education Faculty 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 will need to meet with their student prior to completing the online evaluation. Since the evaluation mimics the student's learning agreement, it is important that students and agency field instructors consult on the student's progress in each of the practice behaviors. During the meeting the number of hours the student has completed will be reviewed as well to ensure they have been entered in Sonia. At the end of each semester, the student should have completed approximately 300

hours. Agency Field Instructors will receive information on how to complete the evaluations through 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.

Students with an Incomplete (I) grade in any pre- or co-requisite course in the fall semester will not be allowed to move forward with practicum hours in the spring, i.e. any pending incomplete grades on the fall semester may necessitate withdrawal from practicum, seminar and other co-requisite courses in the spring semester. Students must resolve the incomplete grade and receive approval from the Field Education Program prior to resuming practicum activities and hours.

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. MSW Specialization student must receive a score of 105-150 to receive a grade of Credit. Any score below these values will receive a grade of No Credit.

If at the end of the second practicum semester a student has not completed all practicum hours 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 semester of practicum to complete their hours. Extensions of hours past the regular term must be approved by the Director of Field Education first. MSW students wishing to return to complete their degree after a year or more, please refer to the Time Limits section on page 32 of the Master of Social Work Specific Policies in this handbook.

Agency Evaluation of Practicum Process

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

Student Evaluation of Practicum Experience

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

Field Education Safety Policies & Procedures

The University of Montana School of Social Work (UMSSW) Field Education Program has adopted the following policies and procedures regarding the safety of social work students in practicum placements.

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

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

I. POLICY

a. The UMSSW is responsible for providing all students, agency field instructors, and field liaisons with general written information about safety in field education settings and practicum placements.

b. The UMSSW expects each agency to be responsible for orienting practicum students to the safety policies and procedures of that agency and specific practice contexts. Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), with clients in general and clients prone to violent behavior (including family members or others living in shared residences), and risk reduction guidelines. Security of the personal belongings of the UMSSW practicum student while at the agency should also be covered. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed at the beginning of the placement, with ample opportunity for questions and discussion as needed.

c. UMSSW Students should not be required to engage or remain in assignments or placements where they feel physically at risk. The UMSSW urges all agencies to make the same accommodations to ensure students' safety as they make for their agency staff. In some situations, the agency may need to make even greater accommodations for a student. If a student's concerns about safety interfere in whole or in part with the learning process, the field liaison and/or Director of Field Education should be contacted by the agency field instructor to facilitate prompt exploration of the concerns and to seek a mutually satisfying resolution.

II. PROCEDURES

a. If a student is personally threatened, harassed, or hurt in an incident, it is the student's responsibility to notify the agency field instructor immediately. The agency field instructor, main agency contact, or agency/program director should then contact the Director of Field Education immediately to discuss what actions the agency and UMSSW should take to ensure the

student's physical and emotional well-being in the wake of the incident and on an ongoing basis.

b. The Director of Field Education will document the incident in the Sonia placement software and the steps to address it. Then, the Director of Field Education will meet with the student and field liaison to assess the student's readiness to return to the field placement and discuss any other relevant issues. As needed, the Director of Field Education may alert the UMSSW Chair about incidents and concerns.

SAFETY GUIDELINES FOR STUDENTS IN THE PRACTICUM

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

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

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

c. **Safety Issues Related to Working with Clients**
When working with clients, it is important to remember that the intervention and/or treatment process often makes people feel vulnerable and may challenge their usual coping mechanisms. For some people, this can contribute to problems with impulse control and raise issues of safety for the client, the social worker, the practicum student, and others. Sometimes, students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling their anger. Some of them may be prone to violence and may possess a weapon.

Other clients may be under the influence of drugs or alcohol, in withdrawal from drugs or alcohol, or may have other medical or neurological disorders that impact their behavior. Again, we urge all UMSSW students to consult with their agency field instructor to prepare adequately for handling specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

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

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

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

g. **Safety Guidelines for Home Visits**
Becoming familiar with the client's file before the home visit is important. If there is a question of safety, students should plan accordingly with agency field instructors. It might be decided

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

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

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

IV. POST INCIDENT PROTOCOL

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

will meet with the student and field liaison. They will assess the student's readiness to return to the field and any other relevant issues.

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

Field Placement Safety Checklist

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

Appendices

Appendix A. Overview of Generalist Approach to Social Work

Overview of Generalist Approach to Social Work

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

1. "A multidimensional orientation that emphasizes an interrelatedness of human problems, life situations, and social conditions."

2. "An approach to assessment and intervention that draws ideas from many different practice frameworks and considers all possible actions that might be relevant and helpful to the client."

3. "Selection of intervention strategies and worker roles are made primarily on the basis of the client's problem, goals, situation, and the size of the systems that are targeted for change."

4. "A knowledge, value, and skill base that is transferable between and among diverse contexts, locations, and problems." (87-88)

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

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

social work values and ethics, and base all aspects of practice on the National Association of Social Workers Code of Ethics.

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

Recognizing the interplay between individual, family, organizational, community, societal, and global issues and systems, and in order to work effectively toward social justice at the micro, mezzo, and macro levels of practice and with social systems, generalist social workers are prepared to enhance the social functioning of individuals and families and intervene at group, community, and societal levels. Generalist practitioners need skills at all levels of practice, to move between them as necessary, and even to practice at multiple levels playing multiple roles simultaneously. The program’s conception of generalist practice fits with the conceptualization of generalist practice found in *Just practice: A social justice approach to social work* (Finn, 2020, p. 98): “The generalist approach addresses the interplay of persons and larger systems in the process of assessment and intervention. It recognizes the centrality of relationships in the helping process and sees the process of change as patterned, sequential, and unfolding over time."

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

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

Appendix B. MSW Specialization Learning Agreement and Evaluation

University of Montana School of Social Work
MSW Specialization Year Learning Agreement

Learning Agreement Purpose Statement

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

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

Rating Scale:

5 – Demonstrates Competency: The student exhibits competence and initial independence in handling complex situations with this behavior.
4 – Emerging Competency: The student shows early-stage competence in this behavior but needs continued opportunities for mastery demonstration.
3 – Developing Competency with Assistance: The student displays inconsistent competence in this behavior, necessitating assistance or coaching.
2 – Minimal Competency: The student rarely demonstrates competence in this behavior.
1 – No Competency: The student does not exhibit competence in this behavior.

Attention

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

Competency 1: Demonstrate Ethical and Professional Behavior

Behaviors:	Suggested Learning Activities:
a. Demonstrate professionalism in interprofessional, agency, and community practice contexts.	• Dress according to agency policy. • Discuss appropriate roles and boundaries of a practicum student with the supervisor and other agency staff. • Present at a staff meeting or community event (in person or virtual). • Use professional language (verbal/nonverbal) when dealing with clients and other professionals in the workplace. • Engage in effective communication, including notes, emails, letters, and other written correspondence, as well as verbal and non-verbal communication. • Maintain accurate, respectful, and professional written client records (as appropriate). • Inquire and be open to feedback from the supervisor or other staff about documentation and oral and written communication.
b. Utilize critical and anti-racist principles in assessing and evaluating complex ethical situations and decisions.	• Discuss UMSSW Anti-Racist Principles with the supervisor and assess how they apply to the practicum practice context. • Discuss agency policies and how they fit with the NASW Code of Ethics, UMSSW Anti-Racist Principles, and other critical theories and frameworks. • Apply the ethical decision-making model to work through a situation that presents an ethical dilemma; discuss in supervision. • Discuss with other agency professionals how they deal with ethical dilemmas. • Review and discuss additional ethical or governing policies that may impact service delivery at the agency (i.e., agency policies, HIPPA/FERPA guidelines, SSI/SSDI, TANF, SNAP, etc.). • Review and discuss UM's IRB process if applicable to the practicum context.

	• Discuss personal/ethical/value dilemmas with the supervisor. • Journal personal biases or judgments that may hinder appropriate behaviors and discuss managing the same with the supervisor, Faculty Field Liaison, and/or peer in the seminar. • Discuss needed areas of growth in supervision and work on strategies toward growth.
c. Utilize supervision and peer consultation to ensure ethical social work practice with individuals, families, groups, organizations, and communities.	• Attend weekly supervision meetings and reflect on professional behavior. • Prepare topics to discuss with the supervisor (areas for growth, personal and professional boundaries, ethical dilemmas, professional communication, clinical interventions, etc.). • Consult with supervisor regarding issues arising in practice. • Integrate feedback into practice. • Utilize the seminar to consult with peers and the field liaison. • Develop communities of practice with peers and professionals from other disciplines.
d. Utilize collaborative approaches to complex ethical decision-making that follow standards of the National Association of Social Workers Code of Ethics, additional codes as appropriate, and relevant laws and regulations, and ensure the participation or representation of those most directly affected.	• Discuss agency policies and how they fit with the NASW Code of Ethics, UMSSW Anti-Racist Principles, and other critical theories and frameworks. • Apply the ethical decision-making model to work through a situation that presents an ethical dilemma; discuss in supervision. • Discuss with other agency professionals how they deal with ethical dilemmas. • Review and discuss additional ethical or governing policies that may impact service delivery at the agency (i.e., agency policies, HIPPA/FERPA guidelines, SSI/SSDI, TANF, SNAP, etc.). • Review and discuss UM's IRB process if applicable to the practicum context.

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

Behaviors:	Suggested Learning Activities:
a. Utilize anti-racist, anti-colonial strategies to challenge racism and other forms of oppression that compromise human rights or create impediments to socially just policies, programs, and practices.	• Familiarize yourself with current political events and their impacts on social issues and clients. • Identify forms of oppression/ discrimination against clients/ populations and discuss them with a supervisor. • Identify economic barriers to social services and care; discuss with the supervisor. • Identify and discuss institutional and systemic barriers to a client's progress with the supervisor. • Identify and review key concepts of social empowerment strategies. • Demonstrate critical thinking and problem-solving skills by finding potential solutions and discussing the same with the supervisor, Faculty Field Liaison, and/or peers in practicum seminar. • Critically evaluate service delivery to determine ways the current provision of services may.
b. Advocate for trauma-informed systems of care, expanded access to effective trauma-focused interventions, and social justice for marginalized and oppressed people who are most at risk for experiencing trauma, including historical, racial, and secondary trauma.	• Develop a strong understanding of trauma (both primary and secondary), responses to trauma, and short and long-term effects of trauma on individuals, families, and communities. • Develop a strong understanding of the principles of trauma-informed care and service delivery. • Familiarize yourself with current political events and their impacts on social issues and clients. • Advocate for low-barrier client access to agency, community, state, and national services. • Contact your elected officials to support/ oppose harmful policies and legislation. • Join and attend local, state, and national coalition meetings. • Attend a public hearing or organizational meeting focused on increasing social and economic justice. • Develop professional relationships with advocacy organizations serving the agency population.

	• VOTE! Engage in voter outreach and education.
c. Engage in justice-oriented practice that integrates the critical understanding of specific environmental, social, and economic justice issues affecting rural and Indigenous communities and the greater geographic region.	• Become familiar with relevant data on poverty and economic inequality related to practicum context and geographic area of practice. • Include specific attention to poverty and economic justice in intervention planning. • Identify a policy that addresses environmental, social, and economic issues affecting your community and greater geographic region. • Research specific policies affecting clients served by practicum, program, services available, and advocacy opportunities. • Identify specific Universal Declaration of Human Rights articles relevant to the practicum context. • Use practicum case examples to show how anti-racist and anti-colonial strategies address human rights violations and inform practice. • Complete and present a case study for SW 535 that draws from practicum experience. • Participate in community education or change efforts to address ongoing oppression and discrimination.

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

Behaviors:	**Suggested Learning Activities:**
a. Design research and practice interventions that are anti-racist, empowering, collaborative, inclusive, equitable, and responsive to organizational and community contexts.	• Review evaluative tools utilized by the agency and evaluate with an ADEI lens. • Compare the agency's practice methods with ADEI methods discussed in various classes. • Discuss ways to engage and improve ADEI in practice with the supervisor, Faculty Field Liaison, and/or peers in the practicum seminar. • Summarize the empirically supported interventions available to support the population you serve in culturally relevant ways.
b. Engage in practice with individuals, families, groups, organizations, and communities that demonstrate cultural humility and critical understanding of the	• Discuss and document ways you engage in cultural humility within your practice setting.

challenges and opportunities facing rural and Indigenous communities and the greater geographic region.	• Outline and discuss the challenges and opportunities of practicing in rural and Indigenous communities. • Outline and discuss the experience of Indigenous clients seeking services in your practice setting. Determine any barriers and facilitating factors to seeking services. • Identify when you have worked across differences with a client or constituency. Critically evaluate the strengths and challenges you experienced during interaction and discuss them with a supervisor.

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

Behaviors:	**Suggested Learning Activities:**
a. Apply research-informed knowledge of trauma, including historical trauma and trauma-informed systems, to designing, delivering, and evaluating effective interventions at multiple levels of practice.	• Develop a strong understanding of trauma (both primary and secondary), responses to trauma, and short and long-term effects of trauma on individuals, families, and communities. • Develop a strong understanding of the principles of trauma-informed care and service delivery • Analyze and discuss evidence-informed methods and evaluative tools utilized by the agency. • Discuss theories and perspectives utilized when working with clients and their effectiveness. • Research evidence-informed policies informing agency practice and client population; discuss with the supervisor. • Read professional journal articles relevant to clients served by the agency. • Discuss trauma-informed intervention utilized with the client population with the supervisor. • Interview treatment team members for varying perspectives on practice and various models/approaches used. • Discuss specific cases with the supervisor, including problem, proposed solution(s), proposed plan of action, and/or proposed measurable outcomes.

b. Apply multiple ways of knowing and skills of program evaluation (including Indigenous evaluation frameworks and decolonizing methodologies), critical participatory action research, and advocacy to address identified concerns of rural and Indigenous communities and the greater geographic region.	• Review professional literature related to best practices from various sources and perspectives. • Bring findings from readings to bear in seminar and practicum supervision. • Complete program evaluation assignment for SW 521, utilizing Indigenous evaluation frameworks and CPAR. • Learn about the evaluation process used in the practicum. Review research to learn various ways to evaluate practice in a particular context. Suggest possibilities for change as appropriate. • Develop and implement one evaluation process that engages clients as evaluators (e.g., children's "satisfaction scale" for an after-school program; homeless shelter resident's perspectives on service and support priorities).

Competency 5: Engage in Policy Practice

Behaviors:	**Suggested Learning Activities:**
a. Demonstrate knowledge of the historical and contemporary significance of the Indian Child Welfare Act in decolonizing or Indigenizing practices with families, communities, and nations.	• Apply specific knowledge from SW 532: ICWA to families, communities, and nations your practicum agency serves. • Critically evaluate how agency services can create opportunities for Indigenous clients to build/enhance cultural connectedness. Discuss with the supervisor. • Critically evaluate the ways the agency can advocate for the implementation of ICWA. For example, discuss with the supervisor how the agency advances the spirit of ICWA- keeping Indigenous youth connected to family, culture, and tribal community. • Consider applying ICWA principles to work with all children and families (e.g., proximity to family, kinship placements, offering culturally specific services to families, reunification).
b. Apply frameworks for critical policy analysis that integrate a historical understanding of social policy and a commitment to social justice,	• Identify a policy that impacts your practice and critically evaluate its impact on the individual and/or community you serve. Consider whether

intersectionality, anti-racism, and anti-colonialism.	this policy reinforces or resists racism, anti-LGBTQ beliefs, colonization, etc. • Critically evaluate the history behind a policy impacting services delivered at the agency. What was the intention behind the policy? Does the policy meet its intended goals? Discuss with the supervisor. • Collaborate with the supervisor to create a policy that promotes equitable delivery of services to minoritized populations.
c. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services in rural and indigenous communities.	• Utilize SW 531 in-class activities and assignments to demonstrate how you can utilize social justice, anti-racist, and anti-oppressive lenses to assess how a social welfare policy affects the delivery of and access to social services in your practice setting. Include an analysis of the considerations particular to rural and indigenous communities.
d. Advocate for policies that inform and support trauma-informed systems of care.	• Familiarize yourself with current political events and evaluate the potential connection to trauma experienced by clients. Discuss with the supervisor. • Advocate for low-barrier client access to agency, community, state, and national services. • Contact your elected officials to support/ oppose policies that can potentially re-traumatize clients. • Join and attend local, state, and national coalition meetings and advocate for consideration of trauma-informed approaches to social issues. • Attend a public hearing or organizational meeting focused on increasing social and economic justice and trauma-informed service delivery to clients served by the agency. • Develop professional relationships with advocacy organizations serving the agency population. • VOTE! Engage in voter outreach and education.

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

Behaviors:	Suggested Learning Activities:

a. Apply a critical understanding of positionality, intersectionality, cultural humility, and anti-racist principles to inform the engagement process.	• Practice and document your use of an anti-racist and anti-oppressive perspective. • Identify and discuss with the supervisor, Faculty Field Liaison, or peers in the practicum seminar your critical understanding of positionality, intersectionality, cultural humility, and anti-racist principles that inform your approach to the engagement process. • Document how you engage with and interview clients/families demonstrating cultural humility. • Take reflective notes and discuss with your supervisor how your positionality may impact ethical/ value dilemmas encountered in your 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.
b. Effectively address and navigate issues of difference, power, and resistance that arise in the engagement process with individuals, families, groups, organizations, and communities.	• Document the ways that power is at play in the engagement process. • Seek feedback from the supervisor about ways to build rapport and trust and to roll with resistance with clients. • Review literature on rapport-building/ interpersonal skills and practice in various communities and apply concepts in practice. • Engage in active listening with clients, colleagues, peers, and others. • Demonstrate ability to roll with resistance and use appropriate interpersonal skills with clients. • Research and apply knowledge related to diversity to enhance client well-being. • Observe the supervisor and others in their interactions with clients. • Identify areas of comfort and discomfort in client engagement and discuss them in supervision. • Engage with and interview clients/families to determine how power (power with, power over, power to) impacts their experience in the world.

	• Treat all clients with respect and courtesy regardless of personal bias and establish initial goals with the client/patient to ensure self-determination.
c. Implement culturally grounded and trauma-informed principles of engagement with clients and client systems that reflect the understanding of and sensitivity to multiple forms of trauma, including historical, intergenerational, racial, and secondary trauma.	• Use a case study to show how you can practice from a culturally grounded and trauma-informed perspective in the practicum context. • List specific engagement skills relevant to practicum context (engaging non-verbal children or adults; engaging neighborhood residents; engaging resistant clients; engaging clients who have experienced racism or other forms of trauma) and document your critical understanding of positionality, intersectionality, cultural humility, and anti-racist principles. • Identify specific opportunities to practice engagement skills and further your understanding. • Engage in ongoing assessment of learning in supervision. • Identify trauma-informed resources relevant to clients served by the practicum. • Critically evaluate how the experiences of historical, intergenerational, and racial trauma may impact the engagement process. Discuss with the supervisor. • Participate in agency, inter-agency, and community opportunities to enhance culturally-informed practice – e.g., cultural committees, trainings, community consortiums, etc.

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

Behaviors:	**Suggested Learning Activities:**
a. Apply a critical understanding of positionality, intersectionality, cultural humility, and anti-racist principles to inform the assessment process.	• Understand the developmental stages of the client population/integrate this into the assessment process. Ensure evaluation of the developmental stage is informed by an understanding of intersectionality and applies an anti-racist/anti-oppressive lens.

	• Critically evaluate assessment tools and the appropriateness of fit when used with minoritized client populations. • Do a family genogram/Eco map after completing the assessment. • Practice using systems theory/strengths perspective/anti-racist lens. • Utilize culturally relevant intervention strategies to increase understanding of the client in the environment. • Identify and discuss various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual) with the supervisor, Faculty Field Liaison, or peers in the practicum seminar. • Engage with and interview clients/families to determine strengths (e.g., connection to culture) and challenges (e.g., experience of intergenerational trauma). • Observe client assessment and write/organize/interpret client data. • Develop a written assessment of the client that includes the client's strengths and challenges, including the impact of systems on the client's presenting issue. • Critically examine assessment tools and processes, and complete comprehensive, strengths-based, bio-psycho-social-spiritual or Just Practice assessments. • Discuss the potential for bias in the assessment process with the supervisor if utilizing the DSM. Work with clients to identify DSM diagnoses, treatment goals, and culturally relevant interventions.
b. Utilize collaborative processes of assessment that honor the knowledge, expertise, and experience of the participants and involve them as partners in the change process.	• Document ways in which you involved clients/stakeholders in a teaching-learning process. • Partner with clients to critically examine assessment tools and processes of assessment.

	Develop a culturally relevant assessment approach. • Complete comprehensive, strengths-based, bio-psycho-social-spiritual, or Just Practice assessments. • Discuss the potential for bias in the assessment process with the supervisor if utilizing the DSM. Work with clients to identify DSM diagnoses, treatment goals, and culturally relevant interventions.
c. Apply knowledge of trauma and trauma-informed organizations to assess and improve organizational practice.	• Critically evaluate the organization's practices to determine the strengths and challenges of trauma-informed service delivery. Discuss opportunities for change efforts with the supervisor. • Discuss with the supervisor the organization's approach to the assessment of the experience of secondary traumatic stress amongst staff. • Discuss the agency's approach to secondary traumatic stress prevention and response with the supervisor.

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

Behaviors:	Suggested Learning Activities:
a. Apply a critical understanding of positionality, intersectionality, cultural humility, and anti-racist principles to inform the intervention process.	• 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 culturally responsive interpersonal skills with clients. • Facilitate a support group or psycho-educational group • Research and illustrate knowledge of planned change processes, including intervention and termination, as may be appropriate at the micro, mezzo, or macro levels. • Identify and discuss with your supervisor, Faculty Field Liaison, or peers in the practicum seminar your critical understanding of positionality,

	intersectionality, cultural humility, and anti-racist principles that inform your approach to intervention. • Analyze and/or acquire evidence-informed methods being utilized within the agency. • Critically evaluate evidence-informed or other intervention strategies used with clients to determine the extent to which they are culturally relevant. Discuss with the supervisor opportunities for adaptation. • Utilize culturally relevant interventions to increase understanding of the client in the environment. • Facilitate a support group or psycho-educational group that applies an understanding of anti-racism and cultural humility. • Identify and discuss various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual) with the supervisor, Faculty Field Liaison, or peers in the practicum seminar.
b. Demonstrate understanding of intervention as a collaborative process of action and accompaniment with, and on behalf of, diverse individuals, families, groups, organizations, and communities that honor their knowledge, experience, and expertise.	• Connect clients to culturally relevant community resources. • Utilize culturally relevant interventions to increase understanding of the client in the environment. • Maintain communication/follow-up with clients regarding outcomes and potential success. • Determine commonly used and culturally relevant client resources and the most effective referral process. • Attend and participate in community, state, and federal advocacy events (e.g., city council hearings and legislative lobby days). • Research and illustrate knowledge of planned change processes, including intervention and termination, as may be appropriate at the micro, mezzo, or macro levels.
c. Advocate for the advancement of trauma-informed systems of care,	• Participate in community forums (e.g., local needs assessments and city council meetings) to

expanded access to effective trauma-focused interventions, and social justice for marginalized and oppressed people who are most at risk for experiencing trauma, including historical, racial, and secondary trauma.	advocate for the advancement of trauma-informed systems of care related to the issues addressed by your practicum agency and document themes to share with agency staff. • Facilitate inter-agency meetings with consumers and providers to expand access to effective trauma-focused interventions. • Conduct qualitative interviews with providers, consumers, and community members to assess the effectiveness of collaboration. • Provide recommendations based on results.

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

Behaviors:	Suggested Learning Activities:
a. Apply a critical understanding of positionality, intersectionality, cultural humility, and anti-racist principles to inform the evaluation process.	• Review evaluation and data collection tools/ methods used at the agency. • Evaluate assessments/data collection and intervention practices during supervision. • Research and illustrate knowledge of planned change processes, including evaluation and follow-up, as may be appropriate at the micro, mezzo, or macro levels. • Integrate research coursework into practicum learning. • Identify and discuss various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual) with the supervisor, Faculty Field Liaison, or peers in the practicum seminar. • Apply a strength perspective in the evaluation process and review of outcomes.
b. Design and carry out collaborative and empowering evaluation processes responsive to organizational and community contexts where those most affected are meaningful stakeholders in the decision-making and change efforts.	• Identify specific ways to gather and include client/stakeholder feedback to inform decision-making and change efforts (e.g., surveys, interviews, etc.). • Identify possibilities for integrating participatory approaches into your agency's evaluation process.

Competency 10: Apply Forms of Leadership to Support Collaborative, Interdisciplinary, or Transdisciplinary Relationships and Active Community Participation in Addressing the Intersection of Local and Global Issues Impacting your Community and Greater Geographic Region

Behaviors:	Suggested Learning Activities:
a. Apply understanding of the relationships among local, state, federal, and Indigenous governments to inform effective advocacy for the rights and well-being of residents of one's community.	• Incorporate knowledge of unique community factors, characteristics, or initiatives into agency assessments and/or interventions. • Research effective strategies for activism and advocacy and their implications for local, regional, and global practice. • Research social work issues specific to your geographic location, including American Indian topics (historical trauma, tribal history, sovereignty, cultural humility, cultural resilience), rural health care, and technology access. • Use knowledge of American Indian topics (historical trauma, tribal history and sovereignty, cultural humility, cultural resilience) to inform practice.
b. Utilize inclusive, collaborative approaches to leadership to bring diverse community and organizational stakeholders into processes of organizational change.	• Interview AFI and other organizational stakeholders on their leadership styles and use of inclusive and collaborative approaches. • Engage in collaborative meetings at the agency, community, state, and national levels.
c. Facilitate and/or engage in critical dialogue around diversity, equity, and inclusion.	• Facilitate a community change process that considers power relations. • Facilitate a dialogue process around diversity, equity, and inclusion at your practicum or in the community. • Facilitate advanced integrative seminar focusing on diversity, equity, and inclusion.
d. Apply knowledge of trauma and trauma-informed organizations to assess and improve organizational practice.	• Evaluate trauma-informed workplace assessment tools in supervision. • Implement a workplace assessment in collaboration with your AFI. • Develop trauma-informed care presentation related to practice context and present at the agency.

Appendix C. Individualized Learning Plan

MSW: Individualized Learning Plan (ILP) for Integrated Practice
Preparation for Advanced Standing Specialization Year

Name: _____ Faculty Advisor: _____

As you plan for your journey through the Advanced Standing MSW program, it is important to us that you gain the knowledge and experience that is unique to your career ambitions. This ILP is a tool to help you identify learning goals and activities unique to you that will promote your development as an integrated social work practitioner. To support you in the process, you are encouraged to complete this Individualized Learning Plan and to review it with your academic advisor. We are committed to supporting you, as adult learners, in crafting the integration of your learning experiences and the pursuit of the breath, depth, and specificity of knowledge and skills required for advanced integrated practice.

The Social Worker Committed to Integrated Practice

- Engages in ongoing critical self-reflection and examination of the values and assumptions that shape social work theory, practice, policies and programs.
- Utilizes historical, cultural and political perspectives and a critical understanding of differences and oppression to understand the person-in-environment, social problems, interventions, and possibilities for social-justice-oriented action.
- Integrates the skills of direct practice and community work and creatively bridges multiple levels of intervention.
- Continually uses knowledge and skills of research, policy analysis, and advocacy in practice, regardless of setting problem area, or specific job description.
- Assumes a leadership role in the profession and community to promote broad-based participation in efforts to empower individuals and groups, strengthen programs and advocate policies that promote social justice locally and globally.

Individual Learning Goals:

Please identify learning goals and activities that promote your development as an integrated practitioner. Goals may include professional and personal growth as related to integrated practice. Specific examples include the development of self-awareness, community-building skills, and applied research skills.

⇒ _____

⇒ _____

⇒ _____

Practicum Sites: Identify your top 3 placements (or areas of practice) for your specialization year practicum that would support your learning goals. If you already have a placement, skip to the next question.

1. _____
2. _____
3. _____

Practicum Activities (Recommended): Start a list of skills and knowledge you want to gain at your specialization year placement. What are the skills you want to build on from your BSW practicum experience? What areas of practice and competencies do you want to pay more attention to? When creating your Practicum Learning Agreement review the list and consider including practicum activities that will support you in meeting your individualized learning goals.

⇒ _____

⇒ _____

⇒ _____

⇒ _____

Elective Courses: Consider which elective courses would support your personal and professional growth (6 Credits, document if Planned, Completed, or In Progress)

1. _____
2. _____
3. _____
4. _____

Portfolio Process: The portfolio consists of three components: the narrative, appendices, and presentation. Together, these three components must demonstrate the student's:

- Mastery of the 10 competencies and dimensions (knowledge, skills, values, and cognitive and affective processes)
- Mastery of the five elements of advanced integrated practice
- Knowledge and skills relevant to trauma-informed practice
- Knowledge and skills relevant to rural and Indigenous contexts of practice
- Professional development over the course of the program, including examples from
- practicum that promoted personal and professional growth
- Knowledge of key theories and relevant literature, and ability to use both to guide
- practice
- Ability to clearly articulate their guiding theoretical approach.
- Collaborative work with community members and organizations
- Ability to apply knowledge and practice skills at their practicum(s)

Review the Portfolio Overview guide. Start to reflect on the work from your courses and/or products developed in the context of practice which you would like to include. In addition, start to consider who you would like to serve on your portfolio committee.

Appendix D. MSW Portfolio Overview

Portfolio Project Overview

The portfolio consists of three components: (1) the narrative, (2) appendices, and (3) the presentation. Together, these three components must demonstrate the student's:

- Mastery of the 10 competencies and dimensions (knowledge, skills, values, and cognitive and affective processes)
- Mastery of the five elements of advanced integrated practice
- Knowledge and skills relevant to trauma-informed practice
- Knowledge and skills relevant to rural and Indigenous contexts of practice
- Professional development over the course of the program, including examples from practicum that promoted personal and professional growth
- Knowledge of key theories and relevant literature, and ability to use both to guide practice
- Ability to clearly articulate their guiding theoretical approach.
- Collaborative work with community members and organizations
- Ability to apply knowledge and practice skills at their practicum(s)

Portfolio Organization

1. The Narrative

The narrative is a 15-20-page overview of a student's professional development during their time in the MSW program. In the narrative, students should demonstrate the objectives listed above through examples and explanation. The narrative provides student the opportunity to speak to the ways in which the various portfolio pieces demonstrate their learning experiences, challenges, opportunities, personal and professional development, and their achievement of holistic competence.

The narrative needs to demonstrate how the works included in the appendices represent the student's development of the knowledge, skills, values, cognitive and affective processes required of advanced integrated practice. Development of these components includes, but is not limited to: knowledge of key theories that guide practice, examples of how they have practiced skills and applied knowledge at their practicum, examples of how they have grappled with difficult ethical issues, examples of how they use critical self-reflection in practice, and how they incorporate attention to difference, power, and oppression.

The narrative should provide evidence of the student's theoretical and practical knowledge base. For example, in addressing theories that inform practice, the student should not only name specific theories but also describe the key principles of the theory, cite theoretical sources, and provide a rationale that shows how and why this theory is relevant to practice. Students should use examples to

demonstrate how specific knowledge is used in practice (e.g., group work skills, advocacy skills, motivational interviewing skills, skills of accompaniment, etc.).

The narrative should be used to demonstrate development as an Advanced Integrated Practitioner. For example, a student may include an appendix item from the Foundation Year that shows foundational skills in research, such as conducting a literature review. In the narrative, the student could refer to that work and also address how the student's knowledge and skills have advanced since creating that document. Students should clearly articulate how their current knowledge and skills reflect a proficiency in the Specialization Year Competencies and associated dimensions.

Students must address all four dimensions of each of the 9 competencies as outlined by the Counsel on Social Work Education and the 1 UM specific competency. The 2022 Educational Policy and Accreditation (EPAS) Standards identify the following four dimensions: (1) knowledge, (2) values, (3) skills, and (4) cognitive and affective processes. These dimensions are features of holistic competence, meaning students utilize social work knowledge, values, skills, and cognitive and affective process to be competent social work practitioners. Students must articulate how they have gained holistic competence by speaking to all four dimensions of practice for each ten competencies.

The portfolio narrative should be in APA format with appropriate citations and references. The narrative must also include a bibliography, using APA format.

2. The Appendices

The appendices consist of work produced by the student during the MSW program that demonstrates the portfolio objectives. Students may include work they completed in their courses or products they developed in their practicums (e.g., resource guides, action plans, outlines and supporting materials from presentations, etc.). Assignments for core social work courses have been designed for inclusion in the portfolio. **Students must choose a minimum of 6 of the following assignments to include in the appendices.**

Assignment	Competency	Dimensions
*SW 505: Ethics Paper	1: Demonstrate Ethical and Professional Behavior	Knowledge Skills Values Cognitive/Affective Processes
*SW 505 Final Case Study: Applying the Just Practice Model	2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Knowledge Skills Values Cognitive/Affective Processes
*SW 511: Collaborative Teaching/Learning Project	3: Engage Anti-racism, Diversity, Equity, and Inclusion	Knowledge Skills Values

SW 521: Program Evaluation Proposal	4: Engage in Practice-Informed Research and Research-Informed Practice	Knowledge Values Skills Cognitive/Affective Processes
*SW 530 Social Welfare Policy, Advocate, or Institution History	5: Engage in Policy Practice	Knowledge Values Skills
SW 535: Simulated Practice	6: Engage with Individuals, Families, Groups, Organization, and Communities	Knowledge Values Skills Cognitive/Affective Processes
SW 535: Case Presentation	7: Assess Individuals, Families, Groups, Organizations, and Communities	Knowledge Skills Values Cognitive/Affective Processes
*SW 525: Group Facilitation Project	8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Knowledge Values Skills Cognitive/Affective Processes
SW 521: Program Evaluation Proposal	9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Knowledge Skills
SW 545: Leadership into Action	10: Apply Forms of Leadership to Support Collaborative, Interdisciplinary, or Transdisciplinary Relationships and Active Community Participation in Addressing the Intersection of Local and Global Issues their organizations and communities, with particular attention to rural and Indigenous communities.	Knowledge Skills Values Cognitive and Affective Processes

*Since this is an assignment from the Foundation Year (Generalist Year), you must articulate in your narrative how you have further developed this competency in the Specialization Year.

Examples of additional materials to consider for appendices, which can come from practicum or classroom learning:

- Assignments from elective courses
- Agency reports (i.e., strategic planning, program evaluation)
- Case studies
- Grant proposals

- Policy analyses
- Program development plans
- Published documents (i.e., journal, newsletter, or newspaper articles)
- Professional papers
- Annotated bibliographies
- Research reports
- Community development projects
- Written text of legislative testimony
- Community organization meeting summaries
- Links to videos or Podcasts
- PowerPoint presentations

Students should explain how the work included in their appendices illustrates their professional development, knowledge, and abilities; **the appendices do not speak for themselves. This explanation must occur in the narrative.**

NOTE: Portfolios are public documents that will be archived by the School of Social Work. Care should be taken to maintain anonymity or confidentiality, as appropriate, in all documents. Students should consult with their advisors about any questions regarding issues of anonymity and confidentiality in the portfolio documents.

3. The Portfolio Presentation

A two-hour block is scheduled for the portfolio presentation. The structure is generally as follows:

1. Brief welcome, introductions, and overview of the process by the Portfolio chair (five minutes)
2. Student presentation (30-40 minutes)
3. Questions and discussion—includes questions from committee members and audience (+/- 30 minutes)
4. Committee evaluation—the student and audience leave the room while committee meets (15-20 minutes)
5. Feedback from the committee to the student (5-10 minutes)

In addition to the committee, the student may invite colleagues, friends, and family to attend the portfolio presentation. Students can choose to make the presentation open to the public or open only to the student and committee.

Definitions

The Five Elements of Advanced Integrated Practice

Finn & Molloy (2021) describe Advanced Integrated Practitioners as "critically reflective, theoretically grounded and able to probe the historical, political, and cultural dimensions of both personal and social 'problems' and possible 'solutions.' Integrated practice calls for the integration of direct services with skills traditionally associated with community organization, community development, and social change. Fundamental to an integrated-practice approach is the idea that individuals and society are mutually constituting, simultaneously shaping and influencing one another" (p. 176).

The following five elements articulate advanced integrated practice. In addition, the below scheme illustrates how the competencies relate to each element of advanced integrated practice. You may find this a useful way to organize the content of your narrative.

1. **Engage in ongoing critical self-reflection and examination of the values and assumptions that shape social work theory, practices, policies and programs.**

   Corresponding Competency:

- Demonstrate Ethical and Professional Behavior (show holistic competence by addressing your knowledge, values, skills, cognitive and affective processes as related to this competency)

2. **Bring historical, cultural, and political perspectives and a critical understanding of difference and oppression to bear in understanding the person-in-environment, social problems, interventions, and possibilities for social-justice-oriented action.**

   Corresponding Competencies:

- Advance Human Rights and Social, Racial, Economic, and Environmental Justice (show holistic competence by addressing your knowledge, values, skills, cognitive and affective processes as related to this competency)
- Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice (show holistic competence by addressing your knowledge, values, skills, cognitive and affective processes as related to this competency)

3. **Integrate the skills of direct practice and community work and creatively bridges multiple levels of intervention.**

   Corresponding Competencies:

- Engage with Individuals, Families, Groups, Organizations, and Communities (show holistic competence by addressing your knowledge, values, skills, cognitive and affective processes as related to this competency)
- Assess Individuals, Families, Groups, Organizations, and Communities (show holistic competence by addressing your knowledge, values, skills, cognitive and affective processes as related to this competency)

- Intervene with Individuals, Families, Groups, Organizations, and Communities (show holistic competence by addressing your knowledge, values, skills, cognitive and affective processes as related to this competency)
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (show holistic competence by addressing your knowledge, values, skills, cognitive and affective processes as related to this competency)

4. **Continually bring knowledge and skills of research, policy analysis, and advocacy to bear in practice, regardless of setting, problem area, or specific job description.**

Corresponding Competencies:

- Engage in Practice-Informed Research and Research-Informed Practice (show holistic competence by addressing your knowledge, values, skills, cognitive and affective processes as related to this competency)
- Engage in Policy Practice (show holistic competence by addressing your knowledge, values, skills, cognitive and affective processes as related to this competency)

5. **Assume a leadership role in the profession and community to promote broad-based participation in efforts to empower individuals and groups, strengthen programs, and advocate policies and practice that promote social justice locally and globally.**

Corresponding Competencies:

- Apply Forms of Leadership to Support Collaborative, Interdisciplinary, or Transdisciplinary Relationships and Active Community Participation in Addressing the Intersection of Local and Global Issues Impacting your Community and Greater Geographic Region (show holistic competence by addressing your knowledge, values, skills, cognitive and affective processes as related to this competency)

<u>The 10 Competencies (Specialization Year)</u>

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

10. Apply Forms of Leadership to Support Collaborative, Interdisciplinary, or Transdisciplinary Relationships and Active Community Participation in Addressing the Intersection of Local and Global Issues Impacting your Community and Greater Geographic Region

Dimensions of Practice

1. **Knowledge (K):** learning the competencies and social work concepts.
2. **Skills (S):** the ability to apply or demonstrate competencies and social work concepts.
3. **Values (V):** Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.
4. **Cognitive and affective processes (C&A**, includes critical thinking, affective reactions, and exercise of judgment):

- **Critical thinking** is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning.
- **Affective reactions** refer to the way in which our emotions influence our thinking and subsequently our behavior.
- **Exercise of judgment** is the capacity to perceive and discern multiple sources to form an opinion.

Portfolio Competencies and Dimensions Checklist

Competencies	Narrative	Appendices	Presentation
1. Demonstrate Ethical and Professional Behavior (K,S,V,C&A)			
2. Advance Human Rights and Social, Economic, and Environmental Justice (K,S,V, C&A)			
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice (K,S,V,C&A)			
4. Engage in Practice-informed Research and Research-informed Practice (K,S,V,C&A)			
5. Engage in Policy Practice (K,S,V,C&A)			
6. Engage with Individuals, Families, Groups, Organizations, and Communities (K,S,V, C&A)			
7. Assess Individuals, Families, Groups, Organizations, and Communities (K,S,V,C&A)			

8. Intervene with Individuals, Families, Groups, Organizations, and Communities (K,S,V,C&A)			
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (K,S,V,C&A)			
10. Apply forms of leadership to support collaborative, interdisciplinary or transdisciplinary relationships, and active community participation in addressing the intersection of local and global issues impacting your community and greater geographic region (K,S,V,C&A)			

Example:

3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice (K,S,V,C&A)	K, V	C&A	S

In this scenario, a student would clearly articulate their knowledge of Competency Three by describing in their narrative theories of anti-racist practice (e.g., Critical Race Theory) and how they applied this theory in their coursework or practicum. To illustrate critical and affective processes, a student could discuss their practice of critical self-reflection relative to their positionality and how this critical self-reflection has informed their practice with minoritized client populations. Students might include a course assignment that illustrated this process of critical self-reflection (e.g., SW 511 Positionality Paper) as an appendix. In the narrative, a student might speak to the importance of anti-racist practice as a component of our professional values and provide an example of any time when this value has been challenged in course work or practice and how they applied the NASW Code of Ethics (or other ethical code) to navigate that situation. In their presentation, a student could demonstrate skills of anti-racist practice by facilitating a mock board meeting for an organization considering how to better serve Black, Indigenous, People of Color within the community. A student might create "roles" for the portfolio committee to play that would allow the student to illustrate their ability to facilitate dialogue around issues of colonization and the possibilities of decolonization.

Recommendations for Compiling and Presenting the Portfolio

The Portfolio is an electronic document. The following information provides guidelines for deciding what materials to include in the portfolio and how to present the work. Overall, the portfolio documents one's growth as a professional social worker.

- **Clearly present and organize the work:** The portfolio should be clearly organized. Divide the work into sections and use an introductory abstract to describe each of the items included as appendices.

- **Be selective:** Big does not always mean best. Think carefully about what to include in the portfolio and select examples of work that best exemplify the knowledge, skills, values, and cognitive and affective processes required of advanced integrated practice and how these connect with the goals and the objectives of the program. The portfolio can also include snapshots of the student's work at different times throughout the program to highlight progressions in thinking and practice.
- **Give specific examples:** In writing the narrative, students must include specific examples to show their reader their social work knowledge and skills. Students must define terms, describe applicable theories and skills, and cite sources. Students can also use the narrative to show how their thinking has evolved over their time in the program. For example, a student might include an essay from the foundation year as an appendix to show their approach to ethical decision-making. In the narrative they may want to tell the reader how their approach to ethical decision-making has evolved since they wrote the initial piece.
- **Highlight contributions to collaborative work:** Integrated practice depends on partnerships and collaborative work with community members and organizations. Students are welcome to include items that were created as part of a group effort. In so doing, they should let the reader know what their contribution to the collaborative work entailed.
- **Respect confidentiality and anonymity:** The portfolio should respect confidentiality and anonymity, as appropriate, in reference to clients, colleagues, or others. If students have questions regarding confidentiality and anonymity, they may consult with their portfolio chair or the MSW Program Director.
- **Address power, difference, and oppression:** The portfolio should address an understanding of power, difference, and oppression personally, and in the implementation of services and social and community change strategies. Students need to demonstrate the ability to reflect critically on their own practice, and personal and professional development in this area. The themes of power, difference, and oppression should be integrated throughout the portfolio.
- **Provide evidence of learning, including personal challenges:** The portfolio not only offers an opportunity to demonstrate competence in practice -- it also provides an opportunity to reflect on situations where things did not go well, the challenges faced, and how these challenges promoted personal and professional growth.
- **Demonstrate the integration of theory, practice, and research:** The portfolio should illustrate the student's knowledge of relevant literature, how knowledge informs practice, and the linkages between theory and practice. It is important that students integrate the knowledge learned in the classroom and in their practicum placement.
- **Demonstrate ability in self-evaluation:** The portfolio provides an opportunity for critical self-appraisal. Students are not expected to become "perfect social workers" but rather individuals who cherish inquiry in its own right and understand the importance of self- critique and examination.

Suggested Organization for the Portfolio

- **Title Page**
    - You may title your portfolio if you wish or just refer to it as the "MSW Portfolio."
    - Include your name, date of presentation and names of committee members on title page
- **Table of Contents**
    - Include a concise table of contents for the entire portfolio
    - List names and page numbers for the various sections of the portfolio
- **Portfolio Checklist**
- **Narrative (See pages 2-3)**
- **Portfolio Appendices**
    - Include a range of pieces that individually and collectively speak to your capacity for advanced integrated practice, your development of holistic competence and your individual learning goals.
    - All items included in the portfolio should be clean copies, which do not include instructor comments.
    - You do not need to substantively revise items that you are including in the appendices. However, it is recommended that you make any needed grammatical corrections and correct any typos.
    - Use in-text citations and include references for the narrative. Each individual portfolio piece should include citations and a reference page.
    - The appendices should be designated alphabetically, and each appendix should have a title (e.g., Appendix A: Applying the Code of Ethics in Practice; Appendix B: Analysis of Housing First Policy).

Portfolio Logistics

Portfolio Committee

- Students present the portfolio to their portfolio committee during the second semester of the concentration year. The committee will consist of the student's faculty advisor, another faculty member from the School of Social Work, and one person from outside the School. Examples of the outside committee person include the student's agency supervisor, MSW outside supervisor, or a faculty member from another department at UM. The student's advisor will serve as chair of the committee and work to ensure that the portfolio meets program requirements.

- Students are responsible for contacting potential committee members to request their participation. Students should have their portfolio committees formed by the end of fall semester of their concentration year.

Portfolio Timeline

- Four weeks before presentation: Student submits portfolio draft to Chair
- Three weeks before presentation: Chair provides feedback to student with suggestions for revision
- Two weeks before presentation: Student submits revised portfolio to full committee
- One week before presentation: Chair and committee members provide feedback on revised portfolio and chair determines whether student goes ahead with the revised portfolio as is or makes further revisions prior to presentation.
- Presentation: Students receives feedback from committee, which includes expectations for any final portfolio revisions.
- Post-presentation: Chair and student set date for submission of final revised portfolio.

The final revised portfolio must be uploaded (PDF or Word document) to Moodle by the last day of finals week in order for degree to be awarded through the Graduate School.

Portfolio Logistics Checklist

Have you:

☐ Formed a portfolio committee? This should be completed by the end of Fall semester.

☐ Set a date for the presentation and reserved a room? This should be completed no later than the 3rd week of Spring semester. It is your responsibility to be in touch with your three committee members to find a date and time that works for all. Use the directions pasted below to make a room reservation.

Have you discussed with your advisor:

☐ The timeline for submitting the portfolio draft for feedback? (See timeline above)

☐ What format your advisor prefers the draft to be submitted in for feedback (i.e., submit the draft via email; feedback will be delivered electronically via Track Changes)?

☐ Set a date for the presentation and reserved a room? This should be completed no later than the 3rd week of Spring semester. It is your responsibility to be in touch with your three committee members to find a date and time that works for all. Use the directions pasted below to make a room reservation.

Prior to the last day of finals week, did you:

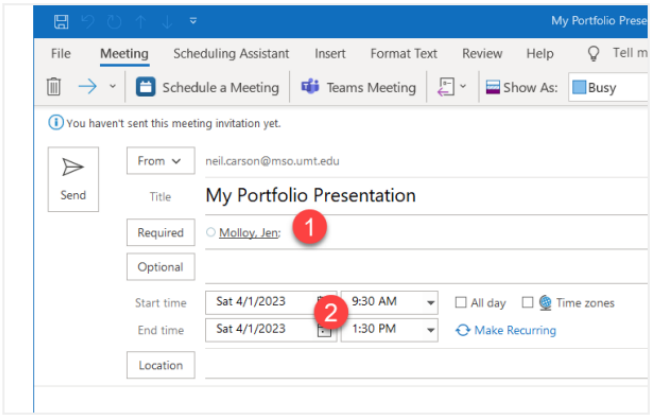
☐ Ensure a Word or PDF version of your portfolio was uploaded to Moodle? A final grade for portfolio (and therefore your diploma) cannot be issued without a copy of your portfolio on file.

References:

Finn, J. & Molloy, J. (2021). Advanced integrated practice: bridging the micro-macro divide in social work pedagogy and practice. *Social Work Education, 40* (2), 174–189. https://doi.org/10.1080/02615479.2020.1858043

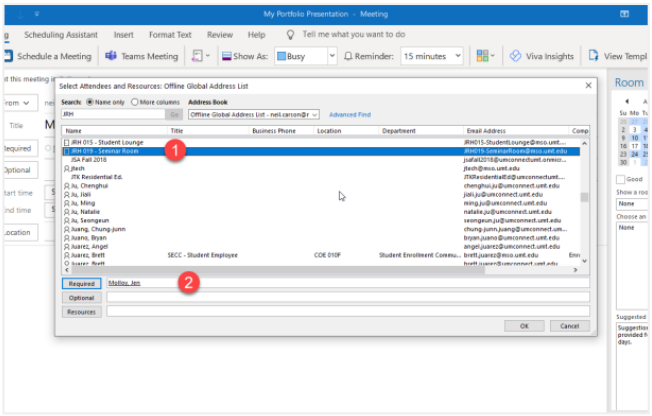
Scheduling JRH room 019

using Outlook



1

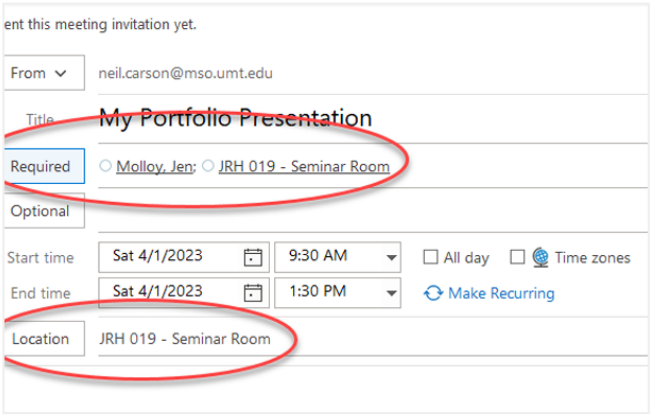
1. In the To: or Required: line include your portfolio chair and other committee members as appropriate. Click on the To: or Required: box at the beginning of the line to pull up the globabl address book.
2. Ensure you schedule the correct date and time as well



2

1. In the Global Address Book search for JRH 019 - Seminar Room.

2. Double click on the room so that it appears in the To: or Required field below.



3

You should see that JRH is included in the To: or Required line and that the location has filled in automatically. You will receive an email notification that your room reservation has been made.

Appendix E. Guidelines for Ethical Practice in Practicum and Classroom

Guidelines for Ethical Practice in Practicum and in Classroom

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

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

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

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

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

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

Appendix F. MSW Program Modality Transfers

MSW Program Modality Transfers

There are three MSW Options at the University of Montana. Students must follow the process to be considered for a modality transfer. Due to the differences in term start times, structure of course progression, and graduation timeline between the Grounded MSW and Online MSW programs, switching between programs is typically not logistically possible, may delay graduation, and will affect financial aid status.

Students accepted into the Grounded MSW program are expected to complete their degree in the Grounded program. Admittance into the Online MSW program is required for participation.

If you have been **accepted** to one program and request to switch **before** the start of the term you were accepted for, please contact the program you originally applied for, as soon as possible.
If you applied to and were **denied** admission to one program and would like to apply to another, please know that all programs uphold the original admissions decision, and you will be asked to reapply for the next available term. A full application is required to apply to other modalities.

Transfers are not guaranteed. Requests to transfer mid-semester will not be approved. Students must complete the current semester before transferring programs. Requests to transfer may be denied due to being on a Student Support and Accountability Plan.

- Grounded MSW, Tomas Hernandez, tomas.hernandez@mso.umt.edu 406-243-5582
- Online MSW, Kinsey Webb, kinsey.webb@mso.umt.edu, 406-243-5599
- MSW Director, Amanda Cahill, amanda.cahill@mso.umt.edu, 406-243-5567

Appendix G. Graduate School Leave of Absence Form

UNIVERSITY OF MONTANA
GRADUATE SCHOOL

University of Montana Graduate School Leave of Absence Form

Name: _____ ID (790#): _____ Email:_____

Major: _____ Degree: _____

Term (Semester & Year): Beginning of Leave:

Beginning of Leave**:** _____ Returning from Leave**:** _____

Reason: Please check if it is due to you or a family member entering active duty military service. ☐ (explain below)

Program Summary

I have attached an up-to-date transcript ☐ Are you currently enrolled? ☐ Yes ☐ No

List all other requirements for your program, and give a timetable for completion of those requirements:

_____ _____
Student Signature Date

_____ _____ ☐ Approved ☐ Denied
Department Chair/Dean Signature Date

_____ _____ ☐ Approved ☐ Denied
Graduate Dean Signature Date

Appendix H. MOU of Roles and Responsibilities

Field Education Program

Memorandum of Understanding of Roles and Responsibilities

Criteria for Agency Participation and Agency Field Instructors

Student Information

_____ _____

Student Name Date

Agency Field Instructor Information

_____ _____

Agency Agency Field Instructor Name

_____

Agency Field Instructor Email

Purpose

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

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

The UMSSW Field Education Team has agreed to:

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

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

The Student agrees to:

- Adhere to the NASW Code of Ethics.
- Attend the agency on days and times agreed upon by the student and the agency field instructor. If unable to attend practicum, communicate effectively and notify the Agency Field Instructor as soon as possible.
- Behave professionally, taking responsibility as an adult learner to understand duties and carry out assignments.
- Bring awareness to the Field Liaison or Field Education of any questionable professional practices within the agency.
- Complete all paperwork required for practicum in a timely manner via Sonia, including the practicum application, MOU, Essential Skills and Functions form, Risk Acknowledgment form, timesheets, learning agreement, midterm and final evaluations, and other forms as required.
- Complete an evaluation of the overall practicum experience at the end of the semester.
- Coordinate and attend three site visits with the Agency Field Instructor and Field Liaison throughout the practicum term.
- Discuss with the Agency Field Instructor, Field Liaison, or Field Education faculty any areas of disagreement, dissatisfaction, or confusion concerning any part of the practicum experience.
- Make yourself reasonably available for weekly supervision meetings with the Agency Field Instructor.
- Prepare for weekly supervision meetings by reviewing the Learning Agreement, adhering to deadlines, completing work, formulating questions about assignments/practice situations, and asking for ongoing feedback.

- Provide proof of professional malpractice insurance and health insurance. While serving in this practicum, the student understands they are not employees or volunteers of the University of Montana or the Agency. As such, UM and the Agency do not provide student workers' compensation insurance coverage. The student understands that they are performing the practicum as part of the BSW or MSW educational program and agrees to maintain health insurance coverage throughout the practicum.
- Read and understand the UMSSW Student Handbook and follow outlined policies and procedures.
- Understand that placement cannot be changed or self-terminated without following the problem-solving phases in the handbook and without prior approval from the Director/Assistant Director of Field. Self-termination will result in a performance review and could lead to the termination of the program.
- Work the required hours to complete a practicum, approximately 15-20 hours maximum per week, during a set and consistent schedule. Regularly submit practicum timesheets via Sonia and abide by agency policies and procedures, including confidentiality.

For Employment Based Placements, the Student agrees to:

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

Agency Participation Criteria:

- Allow the Agency Field Instructor (AFI) time to attend necessary field training(s), engage in practicum site visits, and complete midyear and final practicum evaluation.
- Assign activities to students that meet the educational goals and objectives of the practicum and UMSSW Field Education Program.
- Create a positive, respectful, supportive learning environment to provide rich educational experiences.
- Demonstrate a commitment to anti-racism, anti-oppression, and LGBTQ-affirming practices.
- Ethics and values of the social work profession are demonstrated within agency policies, programming, and service delivery.
- Provide educationally directed field supervision through the designation of an on-site field instructor who will provide regular and ongoing supervision for at least one hour of one-to-one contact per week.

- Provide orientation and onboarding for students at the beginning of the practicum.
- Provide space for the students, including access to a desk, telephone, and computer if necessary.
- The Agency and the School of Social Work agree that neither will discriminate against any individual based on age, sex, race, religious belief, national origin, disability, or sexual orientation. All parties agree to comply with all federal and state anti-discrimination policies.

For Employment Based Placements, the Agency agrees to:

- Agency Field Instructors for BSW students must have a BSW or MSW from an accredited social work program with at least two years post-graduation experience. Agency field instructors for MSW students are required to have an MSW from an accredited social work program with at least two years post-graduation experience.
- Allow the student/employee to attend classes and have an educationally focused field placement experience.
- If the agency does not have a qualified social work field instructor on its staff, it must secure an approved off-site BSW/MSW supervisor to fulfill the necessary supervision requirements. Additionally, the agency should designate an on-site task supervisor or agency field instructor to provide daily oversight and support. Organizations may have board members or volunteers who meet the degree requirements and can serve as the external supervisor in certain cases. The Field Education Program is available to provide assistance and brainstorm potential solutions in such situations.
- Support the development of educational opportunities in the place of employment that permit achievement of the nine social work competencies and skills compatible with the student's social work practice classes and course of study, i.e., Generalist (for BSW and 1st year MSW) or Specialization (for 2nd year MSW).
- The Agency Field Instructor and employment supervisor of a student may be the same person. In such cases, supervision time for field education learning must be separate from supervision time for employment (e.g., separate supervision times each week or 30 minutes focused on work and 30 minutes focused on practicum learning).
- The agency must be willing to sign this UMSSW Practicum Memorandum of Understanding (MOU) and accept the EBP-specific provisions in this agreement. The MOU should not be modified or amended unless all parties (student, employer, and field education program) reach a consensus. Consequently, if an agency alters the placement terms without prior notification to the UMSSW Field Education Program, the field faculty will suspend the EBP placement. The placement will only resume if a revised agreement can be promptly arranged. Any revised agreement must be documented in writing, signed by the agency's Executive Director (or their designated representative), the student-employee, and the faculty liaison, and submitted to the Field Education Program.
- The employment supervisor and BSW or MSW Agency Field instructor (= practicum supervisor)

must agree that the student's practicum performance will not influence their employment evaluation.

The Agency Field Instructor agrees to:

- Adhere to the NASW Code of Ethics.
- Attend an AFI orientation session provided by UMSSW (required for all new AFIs).
- Attend and engage in three Zoom-based site visits throughout the 450 practicum hours.
- Complete agency evaluation of the practicum experience at the end of the practicum.
- Follow policies and procedures outlined in the UMSSW Student Handbook.
- Guide students in developing a Learning Agreement to structure the practicum experience.
- In consultation with the student, assign duties and responsibilities of increasing difficulty and challenge as appropriate.
- Monitor student performance, providing formal and informal feedback regularly to the student.
- Notify the UMSSW's Field Education Program regarding changes in students' schedules, attendance issues, or any issues that could impact the integrity of the learning experience.
- Orient new students to agency structure and function, student responsibilities, policies and procedures, and commonly used community resources.
- Provide students with disabilities with reasonable accommodations agreed upon by the Office for Disability Equity and the Director of Field Education.
- Provide suitable office space and support staff as available.
- Provide weekly supervision to the student in individual or group format during a set time.
- Reimburse students for out-of-pocket expenses incurred in the same manner as agency employees.
- Review the field placement safety checklist with the student during the agency onboarding process.
- Structure assignments/practicum tasks to help students learn various social work interventions common to generalist social work practice and advanced practice opportunities.
- Utilize the practicum software, Sonia, to approve student timesheets, approve and provide comments, if needed, on the students' learning agreement, and evaluate the student's midyear and at the end of the practicum.
- Utilize the student as a learner who will assume numerous responsibilities of benefit to the agency rather than as someone to fill the needs of an understaffed agency.
- The Field Director completed the above section acknowledging that Agency Field Instructor does not have to complete MOU as an official Affiliation Agreement between the UMSSW and the practicum agency is in place.

_____ _____

Student Signature Date

_____ _____

AFI Signature Date

Appendix I. Professional Standards: Essential Attributes and Functions

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

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

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

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

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

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

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

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

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

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

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

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

Professional Ethics and Integrity: Social work students use the NASW code of ethics as the foundational guide when it comes to working with clients, communities, and other professionals. They

comply with all applicable ethical and legal standards for privacy and confidentiality as they relate to any and all communications made in connection with their field placements. Students work to adhere to the NASW Code of Ethics and seek out appropriate supervision and guidance from the Director/ Assistant Director of Field Education, field liaisons, BSW and MSW agency field instructors and faculty when facing ethical challenges. Social work students behave honestly and in a trustworthy manner with respect to all duties performed in connection to the classroom and field placements.

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

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

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

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

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

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

_____ I agree.

_____ _____

Student Signature Date

_____ _____

Student Print Name Date

Works Cited

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MSW Student Manual [NYU Silver School of Social Work]. (2018). Retrieved from https://socialwork.nyu.edu/content/dam/sssw/academics/msw/pdf/MSW%20Student%20Manual_2018.pdf

Professional Standards: Essential attributes and functions of Pacific University MSW students [Pacific University Social Work Program Practicum Manual]. (2018). Retrieved from https://www.pacificu.edu/sites/default/files/Images/editors/2225/Field%20Manual%202018.pdf

Appendix J. Acknowledgment of Risk

Field Education Program

Affirmation and Acknowledgement of Risk

Student Information

_____ _____

Student Name Student 790#

Emergency Contact Information

_____ _____

Emergency Contact Name Emergency Contact Email

_____ _____

Emergency Contact Phone Number Emergency Contact Relationship to Student

Affirmation and Acknowledgement of Risk

Students must carefully read the statements below and select "Yes" or "No" on the right side of each statement, indicating that they have read, understood, and agreed to them. Apart from this, students must complete the Six Ways to Protect Yourself from COVID-19 course provided by the World Health Organization and upload their Certificate of Participation.

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

is believed to be spread mainly through person-to-person contact. I further acknowledge that participating in this practicum during the pandemic increases the possibility of my exposure to COVID-19, and the risk of infection cannot be eliminated.

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

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

acknowledgment of each risk on **_____.**

Date

_____

Student Signature

Appendix K. Employment-Based Practicum Guidelines

Employment-Based Practicum (EBP)

Overview

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

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

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

Requirements for an EBP

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

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

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

- The employment supervisor and/or BSW or MSW Agency Field Instructor (= practicum supervisor) must agree that the student's practicum performance will not influence their employment evaluation.

- The agency must be willing to allow the student/employee to attend classes and have an educationally focused field placement experience.

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

- Agency Field Instructors for BSW students must have a BSW or MSW from an accredited social work program plus 2 years of post-social work degree experience. Agency field instructors for MSW students must have an MSW from an accredited social work program and two years of post-MSW work experience.

- The Agency Field Instructor and employment supervisor of a student may be the same person. In such cases, supervision time for field education learning must be separate from supervision time for employment (e.g., separate supervision times each week or 30 minutes focused on work and 30 minutes focused on practicum learning). Our goal is to ensure the role of the student as a learner while engaging in their paid employment position. In other words, the student's role as a student should be prioritized along with their learning and skill development.

- If the agency does not have a qualified social work field instructor on staff, they must arrange for an approved off-site BSW/MSW supervisor to provide the required supervision and designate an on-site task supervisor/ agency field instructor to provide daily oversight and support (e.g., some organizations have board members or volunteers that meet degree requirements and can serve in the outside supervisor role). The Field Education Program is available to brainstorm options.

- Students can only count **a maximum of 20 hours per week** towards practicum hours.

- The agency must be willing to sign the UMSSW Practicum Memorandum of Understanding (MOU) and agree to the EBP-specific requirements of the MOU. The MOU may not be altered or amended unless agreed to by all persons (student, employer, and field education program). Accordingly, if an agency alters the terms of placement without informing the UMSSW Field Education Program, the field faculty will suspend the EBP placement, which will not be resumed unless a revised agreement can be arranged in a timely manner. Any revised agreement must be

written and signed by the agency's Executive Director (or their designee), the student-employee, and the faculty liaison and filed with the Field Education Program.

- The Employment-Based Practicum Application must be received by the deadline specified by the Field Education Program. The application requires a letter of support from the agency director/ employment supervisor and a current job description. In addition, students applying for an EBP must be able to demonstrate how their employment role offers a new role with new and distinct learning opportunities OR how their current employment role relates to the core social work competencies. Once the application is returned to the Field Office, it will be reviewed, and a response will be given as soon as possible to indicate whether the placement has been approved. A site visit may be required as part of the application review process before determining approval.

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

Application and Approval Process

Campus BSW/MSW students and 2+2 students:

1. The student requests an EBP application by sending an email to um.sw.fieldoffice@umontana.edu.

2. In addition to the regular practicum application (not required for second-year MSW students), the student, in consultation with their employer, completes the EBP Application via their SONIA account **no later than July 15**.

3. The Field Education Program reviews the application, follows up with additional questions or concerns, and, if necessary, arranges a meeting with the student, the work supervisor, and the proposed agency field instructor (if different than the work supervisor) to discuss the terms and structure of the placement and assure that all parties understand and approve the educational arrangement.

Online MSW students:

1. When completing the Practicum Proposal Form via SONIA, students wanting to complete an EBP must complete all required EBP fields (ideally in consultation with their employer).

2. PPFs, including the EBP application, for students moving into their specialization year (year 2) practicum are **due July 1**. PPFs, including the EBP application, for students entering their generalist year (year 1) practicum are **due July 15**.

3. The Field Education Program reviews the PPF and all EBP information, follows up with additional questions or concerns, and, if necessary, arranges a meeting with the student, the work supervisor, and the proposed agency field instructor (if different than the work supervisor) to discuss the terms and structure of the placement and assure that all parties understand and approve the educational arrangement.

Termination of EBP

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

Appendix L. Field Placement Safety Checklist

Field Placement Safety Checklist

Organizational Culture

☐ Does the agency have written safety policies? If so, obtain a copy and read them. Does theagency have a safety committee? Does this committee assess current safety measures andpolicies and identify gaps in protocols/procedures?

☐ Does the agency have an incident reporting system? Does the agency collect and track dataabout assaults, threats, and abuse towards staff?

☐ Learn the policies and reporting procedures related to sexual or other harassment in theworkplace.

Office Safety

☐ Determine how to safely enter and leave the building (entrances and exits), including after dark. Is a key or access code required to enter the building or employee workspaces? Are there security cameras inside or outside the building?

☐ Know the office procedures for checking in and out of the office.

☐ Learn what to do and where to go in case of a fire. Locate the closest fire extinguisher. Learnwhere emergency numbers are posted (police, fire department, and poison control). Is therean office alarm system or code words for staff to alert others to their need for assistance? Are personal or mobile safety devices available (personal alert systems or panic buttons) available?

☐ Know procedures for handling blood-related incidents (bloody noses, etc.).

☐ Know where safety equipment (first aid kits, latex gloves, defibrillator, PPE, etc.) is located.

Home/Community Visits with Clients (if applicable)

☐ Know the agency's policy regarding notification to office staff of your whereabouts andcontact information when conducting field home visits.

☐ Ensure that your car, or the agency's car, is ready for use (ample gas, in good working condition,maps or GPS available). Does your car have a health bag (latex gloves, masks, bandages, etc.)?

☐ Carry a charged cell phone and familiarize yourself with the limitations of cell phone service inthe areas where you may be traveling. Know how to use any agency-provided cell phone.

☐ Know the agency policy regarding identification badges (can work for or against you in the community; be aware of the confidentiality issues, also). Carry some kind of agency identificationcard with you at all times.

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

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

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

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

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

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

Transporting Clients

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

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

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

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

Post-Incident Reporting & Response

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

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

Safety Training

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

Appendix M. MSW Advanced Standing Course Completion Checklist

MSW Advanced Standing Course Completion Checklist		
Summer Bridge	**Credits**	**Grade**
SW 500 Orientation	1	
SW 505 Foundations of Social Work Practice	2	
SW 532 Indian Child Welfare Act	1	
SW 591 Policy in Historical Context	2	
SW 591 Critical Skills in SW Practice	3	
Semester Total	**9**	
Specialization Year - Fall		
SW 521 Advanced Research and Program Evaluation	3	
SW 535 Advanced Integrated Practice	4	
SW 578 Advanced Integrative Seminar I	1	
SW 588 Concentration Practicum I	3	
Semester Total	**11**	
Specialization Year - Spring		
SW 531 Methods of Social Policy Analysis	3	
SW 545 Practice of Organizational Leadership	3	
SW 579 Advanced Integrative Seminar II	1	
SW 589 Concentration Practicum II	3	
SW 599 Professional Portfolio	1	
Semester Total	**11**	
Electives (6 credits required)		
Electives Total	**6**	
Total to Graduate	**37**	

Appendix N. Field Education Supervision Overview, Topics, and Agenda

MSW Field Placement – Orientation Checklist

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

Introductions & Orientation

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

Organization Overview – Student

- ☐ Review the organization's staffing patterns and roles, services offered, populations served and funding sources.
- ☐ Review the agency mission, organizational chart, policies, procedures, and program budget overview.
- ☐ Find the answers to the following: What is this organization's purpose? Who does it serve and who is eligible for services? What is the role of a social worker? What is the role of the social work student? What is the community context for this work? How is the agency funded?
- ☐ Have your Agency Field Instructor help you identify other people in the organization who they believe would be good for you to get to know or interview.

- ☐ Consider creating a map that illustrates how people flow through the organization and begin to picture your role – where you are in the picture – and who you might need to learn more about.
- ☐ Ask your AFI about readings or materials to review that would be relevant to the field placement.

Organizational Culture & Agency Norms – Student

- ☐ Ask your AFI: What are the professional and cultural norms for the organization? How are interns expected to demonstrate these norms? (Examples: dress code, hours, sick time, other time off, social media use, who and when to call if you will be late or out unexpectedly)

Field Placement Logistics: Supervision, Meetings & Documentation – Student

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

The University of Montana
Social Work Practicum Checklist

→Before Interview

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

→During Interview

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

→After Interview

☐ Thank you email
☐ Possible follow up email (week later)
☐ Once agency confirms placement, email UMSSW Field Team
☐ **Create Placement** in Sonia through the Placements Tab
☐ Complete SONIA Practicum Forms
  ☐ Memorandum of Understanding (MOU)
  ☐ Essential Skills Agreement
  ☐ Practicum Acknowledgment of Risk Form
    ☐ Complete **this 2-hour WHO Training** & upload certificate of completion
  ☐ Learning Agreement (will be discussed in SW 487, SW 576 or SW 578; to be completed after start of semester and no later than week 4 of the semester)

→Important Dates to Remember

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

GETTING THE MOST OUT OF SUPERVISION

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

SUGGESTED TOPICS FOR SUPERVISION
(Administrative, Educational, Supportive)

- Thorough orientation to the agency, employees, standard operations & policies, dress code, etc.
- Professional boundaries with co-workers and clients
- Safety at practicum
- Communication, styles of communication, active listening
- Learning styles
- Developing confidence and competence
- Discussion of current or past courses taken and how they might connect to practicum tasks and experiences
- Social work theories, approach or models and their translation into the "real world social work practice"
- Emotional needs and support, e.g. feeling overwhelmed taking in an abundance of new information, facing social justice issues firsthand
- Stage of Change discussion (Engagement, Assessment, Planning, Intervention, Evaluation, Termination)
- The NASW Code of Ethics, broken down in sections and applied to current practicum situations, hypothetical situations, or past client/agency situations
- Confidentiality issues, HIPPA
- Use of technology at practicum
- Journal articles or readings that relate to the practicum placement or populations served at the practicum agency

- Use of journaling to process feelings in practicum
- Transference and Counter-Transference issues that may develop when working with clients
- Self-Disclosure with clients (when to and when not to)
- Current events, federal or state level policies and legislation effecting clients/ agency/ service delivery
- Diversity, equity, and inclusion and anti-racist principles within the agency and when working with clients
- Burnout and compassion fatigue/ secondary trauma (signs and symptoms, ways to mitigate and respond)
- Self-care
- Colleague relationships in the practicum setting
- Resources and referrals
- Effects of bureaucracy on service delivery and clients
- Positive feedback, constructive criticism and clear expectations
- Dealing with conflict
- Reviewing the learning agreement and ensuring competencies are met

SAMPLE SUPERVISION AGENDA

Supervision Agenda (Date):

Questions I Have (Supportive; Educational; Administrative):

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

Particular Cases or Projects (Consider bringing relevant materials):

Integration of Course Materials:

Review Learning Agreement/ Social Work Competencies:

Goals and Objectives for next week:

Decisions and Plans Made:

The Social Work Practicum Learning Agreement - Everything you need to know and more

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

2. How to get started

Step 1:

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

Step 2:

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

Step 3:

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

Step 4:

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

Step 5:

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

Step 6:

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

Step 7:

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

3. Turning the Learning Agreement into a meaningful tool
    - Find ways to integrate your learning agreement in your day-to-day learning activities at your practicum site, e.g., make it a habit to bring it to your weekly supervision meetings for review.
    - Print a hard copy of your learning agreement and carry it with you to review during supervision on a regular basis, write notes on it and use it as a field diary, amend it and track down activities/learning goals you haven't captured yet. Keep in mind that changes made on the hard copy need to also be made in Sonia.
    - Use it as a tool to advocate for what you need in practicum!
4. Learning Agreement and end-of-semester evaluations
    - Your AFI will evaluate your performance twice during the two semesters of practicum: at the end of your first semester (roughly around 225 hours) and at the end of your second semester (when you have reached the required 450 hours).
    - The evaluation is based on your performance and completion of the practicum activities identified in your BSW/MSW Learning Agreement (which addresses CSWE's core competencies and the related practice behaviors; in the MSW Concentration Year there are additional practice competencies specific to UM's Advanced Integrated Practice curriculum).
    - You are encouraged to meet with your AFI before the mid-term and final evaluation and site visit to discuss your progress and/or areas in need of continuous growth in some of the practice behaviors; that way your AFI can accurately assess their performance.
    - There is no grade attached to your first semester evaluation (you will receive an "N" – In Progress) and AFIs evaluate student performance utilizing a 1-5 competency-based rating scale measuring student progress against the accomplishment of each of the practice behaviors. For more information about practicum grades, review your Practicum Manual.
    - It is your responsibility to coordinate all site visits with the AFI and the Field Liaison to take place at the practicum agency or via Zoom (depending on student/AFI/Field Liaison preference); you will receive instructions via email throughout the semester to schedule these meetings.
    - At the end-of-semester site visit with your AFI and Field Liaison, the completed evaluation and your progress will be discussed, and all parties will sign the evaluation via Sonia.
5. Learning Agreements and SONIA
    - You will complete your learning agreement through your online Sonia account (located in the FORMS tab) by the fourth week of the semester.
    - You can print a hard copy from Sonia (print in landscape mode). Changes made on the hard copy need to also be made in Sonia.
    - Once you have completed the first draft, the learning agreement is then submitted via Sonia to your AFI for review and approval.

- SAVE the document regularly! SUBMIT when initial draft is done! Saving the document does not pass it on to your AFI – it has to be submitted!
    - If the AFI approves, the learning agreement is sent to the Field Liaison.
    - If the AFI does not approve and/or suggests changes, you should visit with your AFI in person and discuss what additional learning opportunities you might want to include in the learning agreement before submitting it again.
- Once your learning agreement has been approved by your AFI, it is submitted via Sonia to the field liaison for final approval.
- The approval process is similar for the semester 1 and semester 2 evaluation.

Appendix O. Interruptions for Field Education Policy

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

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

If students are advised by their agency, supervisor, and/or government not to attend their field placement or if safety concerns warrant a temporary disruption, they should immediately consult with both their UMSSW Field Liaison and their Agency Field Instructors (AFIs).
In an effort to fulfill the 6000 practicum hour requirements and educational competencies during temporary field placement stoppages, we are providing alternative field learning activities that can be completed off-site.

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

Alternate Learning Activities

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

- **Supervision:** Weekly supervision using Zoom or other teleconferencing applications.
- **Meetings with individuals, families, and groups** utilizing teleconferencing applications that can be accessed via computer, tablet, and/or telephone, provided teleconferencing applications meet any agency requirements regarding HIPPA and/or confidentiality.
- **Training(s) for Agency:** develop training(s) that will benefit the agency (ex -self-care, ethics, etc.)
- **Groups/Workshops for Clients:** develop curriculum for future implementation with clients (ex - life skills, grief, trauma, domestic violence, etc.)
- **Written Materials for Clients or Community:** develop handouts, flyers, or brochures (e.g., explaining voting rights, informed consent policies, etc.).
- **Organizational Policy Review:** review agency policies with suggestions/recommendations where appropriate (ex- safety policies, diversity policies, use of social media, utilization of technology, etc.)

- **Legislative Policy Review:** review relevant laws and policies impacting the population students work with (ex- Indian Child Welfare Act, Family First Prevention Act, Homeless Camping Bans/ Ten Year Plan to End Homelessness, etc.) and provide a synopsis of key takeaways or prepare advocacy materials (letter to editor, develop key talking points, etc.)
- **Literature Review:** conduct a literature review on a specific topic relevant to field placement (ex- effectiveness of an intervention, how the interruption of services impacts mental health or economic stability, etc.)
- **Grants:** research potential grant opportunities and/or prepare aspects of the grant writing.
- **Community Networking/Resource Development**: teleconference with various service providers, participate in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.
- **Complete online training(s):** complete assigned training(s)/ webinar(s) and provide a certification of completion and/or a short-written reflection and/or prepare a presentation to disseminate knowledge gained.
    - Talk to your AFI about recorded webinars they have available about your practicum population/ focus
    - The Center for Children, Families, and Workforce Development offers excellent training modules on a variety of topics: http://health.umt.edu/ccfwd/training/default.php
    - Listen to the social work podcasts/ Ted Talks relevant to social work practice and social justice issues: http://socialworkpodcast.blogspot.com/

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

Confidentiality and the Use of Technology

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

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

Appendix P. Board of Behavioral Health Licensing Requirements & Application Checklist

Montana Board of Behavioral Health PO Box 200513
301 S Park, 4th Floor Helena, MT 59620-0513
Phone: 406-444-6880
E-Mail: dlibsdhelp@mt.gov Website: www.bbh.mt.gov

Licensing Requirements and Application Checklist
Licensed Clinical Social Worker (LCSW)

- This checklist is for applicants who HAVE already completed 3000 hours of supervised work experience.
- If you have NOT already completed 3000 hours of supervised work experience and/or are NOT licensed as an LCSW in another jurisdiction you may qualify for licensure as an LCSW candidate. See the LCSW candidate application checklist.

License Requirements for LCSW Not Currently Licensed in Another Jurisdiction

Below are the minimum requirements you must meet to be licensed in the state of Montana.

1. Minimum of a master's degree in social work from a program accredited by the Council on Social Work Education (CSWE) or a program currently in CSWE candidacy status. [ARM 24.219.501]
2. Proof of completion of 3,000 hours post-graduate supervised work experience over a minimum of 24 months per the requirements in [MCA 37-22-301and ARM 24.219.504]
3. Submit fingerprints to the Montana Department of Justice for a fingerprint and background check. [MCA 37-22-301]
4. Proof of passage of the Association of Social Work Boards' (ASWB) clinical licensing exam within four years of the date of application. [ARM 24.219.502]

License Requirements for LCSW Currently Licensed in Another Jurisdiction

1. Meet all the criteria above for applicants not currently licensed; **OR**
2. Hold a current, active license in good standing in another state or jurisdiction that has current licensing requirements that are substantially equivalent to Montana standards; **AND**
    a. have completed supervised post-degree work that meets the requirements in ARM 24.219.504;
    b. have passed an exam as described above [ARM 24.219.502]; and

c. submit fingerprints to the Montana Department of Justice for a fingerprint and background check. [MCA 37-22-301] **OR;**

3. You can count experience for education if:
    a. your degree is at least 48 semester or 72 quarter credits; **and**
    b. you completed five years of post-degree experience in clinical social work in addition to the supervised work experience.

Checklist of Required Documents to Submit for Application for LCSW

The following documents and additional forms are required in addition to the basic application. Some documents may be submitted directly by the applicant as part of the application. Others, such as transcripts, may need to be sent to the board directly from the source.

- ☐ Official license verification from states and jurisdictions in which you hold or has ever held a professional license of any type. Montana accepts whatever official form of verification is offered by other states or jurisdictions.
- ☐ If you answered yes to discipline questions, include a detailed explanation on the event(s) and documentation from the source (licensing board, federal agencies/programs, or civil/criminal court proceedings such as initiating/charging documents, final disposition/judgement documents, etc.),
- ☐ Certified education transcript(s) sent directly to the department from the college or university.
- ☐ Completed fingerprint and background check results sent directly to the department from the Montana Department of Justice (click here to access the forms you will need to submit to the Department of Justice)
- ☐ *Noncriminal Justice Applicant's Rights* form
- ☐ Proof of passage of the ASWB exam directly to the department from the ASWB
- ☐ Proof of completion of 3000 hours of supervised experience which meets the requirements in MCA 37- 22-301(2)(b) and ARM 24.219.504
    - **Applicants currently licensed in another jurisdiction** may submit that jurisdiction's documentation showing completion of those hours; or complete the Montana *Evaluation of Supervisory Experience* form if that jurisdiction's supervisor(s) is available to sign the form.
    - **Applicants not currently licensed in another jurisdiction who previously obtained hours in another jurisdiction** may submit that jurisdiction's documentation showing completion of those hours; or complete the Montana *Evaluation of Supervisory Experience* form if that jurisdiction's supervisor(s) is available to sign the form.

Application Fee(s) for LCSW

The following fee(s) must be submitted with your application. Online applicants can pay using a credit card or e-check. If you submit a paper application you must submit a check. Do not mail cash.

☐ $200 application fee

You can apply for a license online at https://ebiz.mt.gov/POL/ or download a paper application from the website. Online application is recommended.

Please include a valid e-mail address with your application. E-mail is the department's primary form of communication.

If you have any questions about the application process or the licensing requirements please contact the Department of Labor and Industry Professional Licensing Bureau using the contact information at the top of this checklist.