UNIVERSITY OF MONTANA
SCHOOL OF SOCIAL WORK
HANDBOOK
2021-2022
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Welcome by the Chair of the School of Social Work

August 1st, 2021

Dear School of Social Work Students,

As the Chair of the School of Social Work at The University of Montana, I welcome you. Our school has a rich history of educating students that dates back to 1974. Since then, we have developed and improved our BSW, 2+2, and MSW Programs. More recently, we have created joint degrees in Law and Public Health. Finally, we also now offer a Concentration in Social Work within the School of Public Health Ph.D. program.

We are so glad you have decided to join us! Please know that I am here with an open door as needed. The same holds true for all of our faculty. We look at all of you as “co-learners” with us as we strive to create a socially just world. See the change you want in your community and make it so!

Sincerely,
Jim Caringi, Ph.D.
School of Social Work Chair
School of Social Work Mission Statement

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

School of Social Work Anti-racism Principles

The School of Social Work is committed to living our professional values as detailed by the National Association of Social 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 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.
- 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.

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

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

**Actively work to build our anti-racism literacy.** Our School will:

• Build the breadth and depth of knowledge on systemic racism among faculty and staff by participating in yearly anti-racist training and ongoing workshops with particular attention paid to understanding the history of racism in the United States, colonization, white supremacy, contemporary dynamics of race in our country, intersectionality and the role the social work profession has played in systems of oppression. Training content will build over time to ensure continual growth of knowledge.
• Create regular opportunities for faculty to consult on how to respond and disrupt microaggressions 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:

• Review School policies (internal operations, student handbooks and informal practices) to determine opportunity to infuse language that results in anti-racist practices.
• Evaluate School finances to determine opportunities to use/repurpose funds for anti-racism initiatives (e.g. marketing to increase BIPOC faculty and student representation, retention efforts focused on supporting BIPOC students, anti-racism materials for curriculum development).
• Create measures and systems of accountability to ensure our anti-racism principles are meaningfully adopted into practice.
• Center the voices of students who identify as Black, Indigenous and People of Color to inform evaluation and accountability processes.
• Institutionalize restorative justice processes as an option for acknowledging 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.

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

• Ensure all practicum placements are committed to anti-racism, anti-oppression and LGBTQ affirming practices.
• Develop meaningful connections with BIPOC community organizations 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.
• 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.

COVID-19 Information:
The COVID-19 situation is always changing. Here are some resources from the University of Montana’s Executive Leadership:

• https://www.umt.edu/coronavirus/
• https://www.umt.edu/coronavirus/campus-covid-plan/default.php
Personnel

**Dean’s Suite Skaggs Building (SB) 340**
Marketa Marvanova, PharmD, PhD, BCGP, BCPP, FASCP
Acting Dean, College of Health
Jennifer Geist-Quigley, Director of Operations
Mary Farrar, Budget Analyst II
Donna Beall, Director of Student Services
Erika Claxton, Administrative Associate for Student Affairs
Jonathan Neff, Director of IT

**Chair & Directors Jeannette Rankin Hall**
James Caringi, LCSW, Ph.D. Department Chair JRH
Jennifer Molloy, MSW, Ph.D. MSW Director JRH
Sara Reese, LCSW, Ph.D. BSW Director JRH
Katharina Werner, MSW, LCSW Director of Field Education JRH

**Faculty**
Mary-Ann Bowman, LCSW, Ph.D. JRH
Ashley Trautman, MSW, JD JRH
Laurie Walker, MSW, Ph.D. LA
Co Carew, MSW, Ph.D. JRH
Jessica Liddell, MSW, MPH, Ph.D. JRH
Deanna Cooper, MSW, LCSW JRH
Katie Karas, MSW, LCSW JRH
Amanda Cahill, MSW JRH
Logan Cook, MSW, LCSW, LAC JRH

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

Melissa Clater Emily Dillow Melinda Cline Lisa Stark
Andy Laue Lauren Kelso Marylin Zimmerman Jennifer Barile
Phyllis Ngai Curt Tweedy Rye Bolinger Katie Smith
Sarah Fielding Abrei Cloud Barb Cowan Amy Allison Thompson
Cindy Garthwait Alysha Goheen Monica Trimble

**Staff**
Heidi Holzer Primary Campus Advisor JRH 004
Paige Furniss, BSW 2+2 Program Coordinator/Advisor JRH 004
Neil Carson Operations & Finance Manager JRH 110
August 5, 2021

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 and make a difference. Over the next two to three years 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. 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.

Jen Molloy, MSW, Ph.D
MSW Program Director
Assistant Professor
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 and again in 2017.

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.
Program Overview
The University of Montana offers a two-year program of graduate study leading to a Master of Social Work (MSW) degree. During the next two years you will complete 60 course credits (51 required and 9 elective credits). The curriculum is designed to meet CSWE’s accreditation standards and the profession’s professional competencies and practice behaviors (See MSW Student Handbook, Appendices A, B1, and B2 for statement of MSW program mission, goals, competencies, practice behaviors, and advanced practice behaviors). Your first semester is comprised of required courses. Your second, third, and fourth 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. Full-time students complete the program in two years. A three-year part-time option is also available. 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. As you proceed through the program, you may find that your professional interests are more closely aligned with other members of the faculty. You are welcome to change advisors if you would prefer another faculty member, and if that faculty member is available. You may make a request for a change of advisor through the MSW Program Director.

Foundation Year Planning for Full-time Students
Accredited graduate social work programs provide a first-year curriculum that is grounded in the liberal arts and a generalist social work perspective (see Appendix C for an overview of a generalist perspective). The foundation year courses in human behavior, social welfare policy history, practice, and research (listed below) promote development of core social work competencies and prepare you to identify with the social work profession; 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 your practice with individuals, families, groups, organizations and communities. You will complete approximately 450 hours of field education or practicum experience over the course of the foundation year and participate in a weekly integrative seminar.

At the end of the foundation year you will tailor your professional education through completion of an individualized learning plan (ILP) developed in consultation with your faculty advisor. The ILP addresses required and elective courses, selection of practicum site and activities, and a portfolio plan (See Appendix D1 Portfolio Project overview and, D2 ILP Worksheet).
Foundation Year: Schedule of Required Courses

FOUNDATION YEAR: FALL SEMESTER 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. Students will register for one of two offered course times. Students commuting from outside of Missoula will get priority for the 11:00-12:50 class time

SW 510 Human Behavior and Social Environment I 3 cr.
Introduction to and critical consideration of social work perspectives on human behavior as influenced by the social environment. Particular attention is paid to biological implications, psychological theory, diverse human experiences, power relations, and processes of oppression.

SW 515 Practice with Individuals and Families in a Community Context 3 cr. Practice-oriented course building on students' developing knowledge of social work theory; the processes of engagement, assessment, intervention, and evaluation; and the application to practice with individuals and families.

SW 530 History of Social Policy, Justice and Change  3 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 532 Indian Child Welfare Act  1 cr.
Dedicated to building understanding of the Indian Child Welfare Act and its application to social work practice. For the first 7 weeks of the Autumn semester only.

SW 576 Foundation Integrative Seminar I  1 cr.
Seminar accompanying first semester foundation practicum in which students apply critical thinking skills, integrate theory and practice, develop identities as professional social workers, engage in self-reflection, and make use of supervision and peer consultation.

SW 586 Foundation Practicum I  2 cr.
First semester foundation field practicum experience in a supervised setting designed to provide opportunities to integrate classroom learning and field experiences. Students
actively engage in contexts of practice and practice skills of engagement, assessment, intervention, and evaluation.

**FOUNDATION YEAR: FALL SEMESTER SCHEDULE (Full-Time, Year One)**

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<td>8:00</td>
<td>SW 500: Orientation *held prior to fall semester start</td>
<td>SW 586: Foundation Practicum I *student arranges time</td>
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<td>9:00</td>
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<td>SW 530: History of Social Policy, Justice, and Change</td>
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<td>11:00</td>
<td>SW 505: Foundations of Social Work Practice</td>
<td>SW 576: Foundations Integrative Seminar</td>
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<td>SW 532: Indian Child Welfare Act</td>
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<td>2:00</td>
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<td>* First 7 weeks of Autumn Semester only</td>
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<tr>
<td>3:00</td>
<td>SW 510: Human Behavior and the Social Environment I</td>
<td>SW 515: Practice with Individuals and Families in a Community Context</td>
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<td>* This course will run the whole 4 hours once ICWA concludes</td>
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**FOUNDATION YEAR: SPRING SEMESTER COURSES**

**SW 511 Human Behavior and Social Environment II** 3 cr.
Advanced HBSE course focused on difference and diversity, histories and intersectionality of forms and mechanisms of discrimination, oppression, and frameworks for thought and practice that encourage critical self-reflection, recognize diversity, and promote human rights and social and economic justice.
**SW 520 Social Work Research Methods**  3 cr.
Introduction to principles, methodologies, technologies, ethics, and statistical approaches of human service research. Emphasis on beginning capabilities in evaluation of social work practice and skill development regarding use of research to inform practice.

**SW 525 Practice with Groups and Communities**  4 cr.
Practice-oriented course addressing theories, frameworks, principles, and skills of group and community work. Dynamics of group work and examination of modalities such as mutual aid, psycho-educational, and social action groups are addressed.

**SW 577 Foundation Integrative Seminar II**  1 cr.
Seminar accompanying second semester foundation practicum in which students apply critical thinking skills, integrate theory and practice, develop identities as professional social workers, engage in self-reflection, and make use of supervision and peer consultation.

**SW 587 Foundation Practicum II**  2 cr.
Second semester foundation field practicum experience in a supervised setting designed to provide opportunities to integrate classroom learning and field experiences. Students actively engage in contexts of practice and practice skills of engagement, assessment, intervention, and evaluation.
### Foundation Year: Spring Semester Schedule (Full-time, Year One)

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| SW 587: Foundation Practicum  
*student arranges time* | SW 520: Social Work Research Methods            |
| **Spring**                                     | SW 577: Foundation Integrative Seminar II  
*pick one of the two options* |
| 8:00                                          | 9:00                                             |
| 9:00                                          | 11:00                                            |
| 10:00                                         | 12:00                                            |
| 11:00                                         | 1:00                                             |
| 12:00                                         | 2:00                                             |
| SW 511: Human Behavior and the Social Environment II  
| Elective Course  
(Elective courses offered at this time  
and throughout the week) | 3:00                                             |
| 1:00                                          | 4:00                                             |
| 5:00                                          | 6:00                                             |
| 6:00                                          | 7:00                                             |
| 7:00                                          | 8:00                                             |

### Concentration Year Planning for Full-time Students

The University of Montana MSW program offers a concentration year curriculum in *advanced integrated practice*. The concentration 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 (Appendix B2).

The concentration 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 concentration year is a process for becoming an advanced-level social work professional committed to integrated practice.

Prior to the beginning of the concentration year, and in consultation with your faculty advisor, you develop a plan that best meets your professional learning goals and ensures mastery of competencies and advanced practice behaviors. You may build the ILP around a micro- or macro-practice emphasis in advanced integrated practice. An
emphasis is not required. However, it may serve as a helpful guide to your concentration-year planning.

Micro-Practice Emphasis

Micro practice emphasizes the development of clinical skills and a repertoire of theoretical knowledge relevant to direct practice with individuals, small groups, couples, and families. Students concentrating in micro practice will complete concentration-year practicum hours in settings that provide opportunities for direct clinical practice, such as community, school-based, and residential mental health programs, child and family services, hospice care, and medical settings. Students choose elective courses that further their development of knowledge and skills for clinical practice. Possible electives include:

- SW 420 Child Abuse and Child Welfare (spring)
- SW 423 Addiction Studies (spring)
- SW 426 SUDS (Spring, Summer)
- SW 450 Children and Youth at Risk (fall)
- SW 455 Social Gerontology (fall)
- SW 475 Grief and Loss (spring, summer)
- SW 491 Social Justice in Indian Country (fall)
- SW 491 Motivational Interviewing (spring, summer)
- SW 551 Couples & Family Therapy (spring)
- SW 552 Differential Diagnosis in Clinical SW Practice (spring)
- SW 553 Social Work Addictions (fall)

Extra-departmental courses, as well as graduate-level courses in other relevant disciplines may also be taken as electives.

Macro-Practice Emphasis

Macro practice emphasizes the development of skills and a repertoire of theoretical knowledge relevant to community, organizational, and political practice (e.g. program planning and development, neighborhood development, organizational administration and management, community organizing, and legislative advocacy). Students concentrating in macro practice will complete concentration-year practicum hours in settings that provide opportunities to develop skills in planning, development, advocacy, and social action, such as local and regional development corporations, social action and rights-based organizations, and action-research centers. Students choose electives that further development of their skills in community building, organization, and advocacy. Possible electives and certificate programs can be found on the UM Graduate School [website](http://health.umt.edu/publichealth/graduate/certificates/cph/default.php).

Of particular interest may be:

Public Health Certificate –
[http://health.umt.edu/publichealth/graduate/certificates/cph/default.php](http://health.umt.edu/publichealth/graduate/certificates/cph/default.php)

Department of Public Administration and Policy –
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.

**Concentration Year Schedule of Required Courses**

**CONCENTRATION 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 Concentration Practicum I** 3 cr.
Advanced supervised field work in public and private agencies and institutions.
CONCENTRATION YEAR: FALL SEMESTER SCHEDULE (Full-time, Year Two)

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<tr>
<td>SW 588: Concentration Practicum I</td>
<td>SW 521: Advanced Research and Program Evaluation</td>
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<tr>
<td>8:00</td>
<td>SW 517: Advanced Research and Program Evaluation</td>
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<td>SW 578: Advanced Integrative Seminar I</td>
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<td>SW 535: Advanced Integrated Practice</td>
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CONCENTRATION 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 Concentration Practicum II**  3 cr.
Advanced supervised field work in public and private agencies and institutions.

**SW 593 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.

**CONCENTRATION YEAR: SPRING SEMESTER SCHEDULE (Full-time, Year Two)**

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<th>Thursday</th>
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<tr>
<td>SW 589: Concentration Practicum II</td>
<td>SW 593: Professional Portfolio *student arranges time</td>
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<td>SW 545: Practice of Organizational Leadership</td>
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**Part-time Options**

A part-time option has been developed to meet the needs of those students who are choosing not to attend full-time. Part-time students are encouraged to complete the program in three years and are required to complete it within four calendar years. They attend classes on Thursdays during their first year and on Fridays during their second and third years.

Part-time students do not begin the practicum until the second year, following their successful completion of Orientation (SW 500), Foundation of Social Work Practice (SW 505), HBSE I (SW 510), HBSE II (SW 511), and an elective course. The completion of these courses ensures that each student possesses the requisite knowledge of the profession’s history, knowledge and value base, ethical framework, basic understanding of integrated practice, and a sound understanding of human behavior prior to beginning practicum.

During their second and third years students are concurrently enrolled in each of the program’s practice courses, practicum and integrative seminar to ensure that practice-course concepts and skills are simultaneously applied and integrated while affording
opportunities for critical analysis and reflection. Students also complete the required policy (SW 530, 531) and research courses (SW 520, 521) during the second and third years. Students must take these courses in their proper sequence, completing SW 530 prior to enrollment in 531 and completing 520 prior to enrollment in 521. It is important that students completing the part-time program remain in close contact with their advisor to assist with course planning.

Students who wish to change their full- or part-time status after entering the program need to discuss plans with their faculty advisor and secure approval in writing from the MSW Program Director. Given that core courses are offered only once a year and are to be taken in sequence, any change in full/part-time status must be planned to ensure students take foundation and concentration courses in their proper sequence. Foundation courses must be completed before enrollment in concentration year courses.
# PART-TIME – YEAR ONE SCHEDULE

## Fall

### Thursday

<table>
<thead>
<tr>
<th>Time</th>
<th>Course</th>
<th>Notes</th>
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<tbody>
<tr>
<td>8:00</td>
<td>SW 500 Orientation</td>
<td>*Held in blended online and campus-based format prior to fall semester start</td>
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<td>11:00</td>
<td>SW 505 Foundations of Social Work Practice</td>
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<td>3:00</td>
<td>SW 510 Human Behavior &amp; the Social Environment I</td>
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## Spring

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<tr>
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<tr>
<td>12:00</td>
<td>SW 511 Human Behavior and Social Environment II</td>
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# PART-TIME – YEAR TWO SCHEDULE

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<thead>
<tr>
<th>Time</th>
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</table>
| 8:00 | SW 586: Foundation Practicum I  
*student arranges time* | SW 530: History of Social Policy, Justice and Change |
| 9:00 |  |  |
| 10:00 |  |  |
| 11:00 | SW 576: Foundation Integrative Seminar  
*pick one of the two options* |  |
| 12:00 |  |  |
| 1:00 | SW 532: Indian Child Welfare Act  
*First 7 weeks of Autumn Semester only* |  |
| 2:00 |  |  |
| 3:00 | SW 515: Practice with Individuals and Families in a Community Context |  |
| 4:00 |  |  |
| 5:00 | Elective Course |  |
| 6:00 | (Elective courses offered at this time and throughout the week) |  |
| 7:00 |  |  |
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## Spring

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<tr>
<th>Time</th>
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| 8:00 | SW 587: Foundation Practicum I  
*student arranges time* | SW 520: Social Work Research Methods |
| 9:00 |  |  |
| 10:00 |  |  |
| 11:00 | SW 577: Foundation Integrative Seminar  
*pick one of the two options* |  |
| 12:00 |  |  |
| 1:00 | SW 525: Practice with Groups and Communities |  |
| 2:00 |  |  |
| 3:00 |  |  |
| 4:00 |  |  |
| 5:00 | Elective Course |  |
| 6:00 | (Elective courses offered at this time and throughout the week) |  |
| 7:00 |  |  |
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# PART-TIME – YEAR THREE SCHEDULE

## Fall

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<tr>
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<tbody>
<tr>
<td><strong>SW 588: Concentration Practicum I</strong> <em>student arranges time</em></td>
<td><strong>SW 521: Advanced Research and Program Evaluation</strong></td>
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<td>8:00</td>
<td><strong>SW 521: Advanced Research and Program Evaluation</strong></td>
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<td>9:00</td>
<td><strong>SW 578: Advanced Integrative Seminar I</strong></td>
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<td>10:00</td>
<td><strong>SW 588: Concentration Practicum I</strong> <em>student arranges time</em></td>
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<td>11:00</td>
<td><strong>SW 578: Advanced Integrative Seminar I</strong></td>
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<td><strong>SW 535: Advanced Integrated Practice</strong></td>
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Dual Degree Options

MSW/JD

The School of Social Work and Alexander Blewett III School of Law have collaborated to offer a MSW/JD Joint degree program. The MSW/JD Joint Degree allows students to complete curriculum requirements in four years, rather than the five it would take if completing both degrees consecutively.

The Joint Degree offers students an opportunity for interdisciplinary collaboration while preparing graduates to respond to the unique needs of a rural state like Montana. Students graduating with a MSW and JD will be prepared to address the complex problems that arise at the intersection of both professions. Many key social issues and concerns of vulnerable populations involve the intersection of social work and law such as criminal justice, child protection, housing, homelessness and domestic violence. Having both degrees facilitates graduates’ granular understanding of these systems, the impact they have for individuals and how best to advocate for clients. Graduates of the joint degree program will be prepared to fill a variety of positions upon graduation including leadership roles within government agencies, community human service agencies and non-profit organizations to name a few.

Interested students will apply to each program separately using established procedures for each program. Students completing the Joint Degree will complete courses at both the School of Law and School of Social Work. For more information regarding the application process and course sequence, please contact Ashley Trautman, MSW, JD: ashley.trautman@mso.umt.edu or 406-243-6935.

MSW/MPH

The School of Social Work and School of Public Health have collaborated to offer a MSW/MPH Joint degree program. The MSW/MPH Joint Degree allows students to complete curriculum requirements in three years, rather than the four it would take if completing both degrees consecutively.

Social work and public health have an intertwined history that dates back early 20th century efforts including settlement houses, communicable-disease control, and infant and maternal health. The two professions espouse mutual commitments to social justice, enhancing people’s wellbeing, and reducing social health problems. As a result, social work and public health frequently borrow from one another and overlap in their approaches (Ruth et al., 2008).
Interested students will apply to each program separately using established procedures for each program. Students completing the Joint Degree will complete courses at both the School of Public Health and School of Social Work. For more information regarding the application process and course sequence, please contact James Caringi, MSW Ph.D: james.caringi@umontana.edu or 406-243-5548.

**Ph.D. in Public Health with a Concentration in Social Work:**

The School of Social Work offers a doctoral degree in Public Health with a Concentration in Social Work. Information is available on the UM School of Public and Community Health Services [website](http://www.umontana.edu). Interested applicants should contact James Caringi, MSW Ph.D: james.caringi@umontana.edu or 406-243-5548.

**Other opportunities include:**

- [Public Health Certificate](http://www.umontana.edu/)
- [Women, Gender and Sexuality Certificate](http://www.umontana.edu/)
- [Nonprofit Administration Online Certificate](http://www.umontana.edu/)
Master of Social Work Specific Policies
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 terminated 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" grade is automatically suspended from the program pending an academic review meeting with the MSW Program Director. The review may result in termination from the program for failure to meet minimum academic standards or in a corrective action plan in which 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.

5. Students who fail to maintain an equivalent grade of “C” or better in the practicum may be terminated from the program.

6. Students who are dismissed for academic reasons have the right to a hearing for the purpose of presenting information in support of possible reinstatement.

Termination form the Master of Social Work Degree Program

Termination for Academic Reasons: A student may be terminated from the program for the following reasons:

- 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.)
- Academic misconduct such as cheating, lying, or plagiarism (See Student Conduct Code, Appendix G).
- Falsifying of academic records or other forms of scholastic dishonesty.

Termination for Non-academic Reasons: A student may be terminated from the program for non-academic reasons. A student may be terminated from the social work program if 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 as liable in civil or criminal action. Students may also be terminated 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 College of Health Professions and Biomedical Sciences and the Associate Provost of the Graduate School.

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

- Behavior judged to be in violation of the NASW Code of Ethics.
- Violations of the UM Student Conduct Code.
- 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.
- Consistent pattern of unprofessional behavior.
- Demonstrable deficiency in the required personal and professional abilities and attributes.
- Disruptive behavior toward students, colleagues, faculty, staff, clients, or community members (on campus in field placement, or in the community).

The student will be subject to review by the 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:

1. The student will be notified of the specific concerns.
2. 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:
   a. No action.
   b. A plan and timeline for corrective action by the student.
   c. Recommendation to the Dean of CHPBS and the Associate Provost of the Graduate School for termination from the social work program.

3. The student will be informed in writing of the faculty recommendations.

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

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.
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 (foundation) 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 foundation or concentration 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 nine 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 spring semester of the first year. Students can take a maximum of six 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 can not be taken for graduate level credit. A minimum of three credits must be completed within the School of Social Work, and a minimum of three credits must be completed at the 500 level or above, unless an exception is granted by the MSW Program Director. 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 six 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 adviser before taking a course outside of the School:

1. Develop a rationale and plan to take a course elsewhere.
2. Identify the course by title, as well as the department and institution where the course is located.
3. Validate that the proposed course is offered for graduate credit.

4. Obtain a signature from an academic advisor indicating that the course is appropriate and offered for graduate credit at the 400 level or above.

5. 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 both their first semester of foundation practicum and first semester of concentration 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 each practicum year. Please also see page 14 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 H) 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 mandatory four year requirement for completion of the degree. Students must complete the MSW program in four calendar years (eight 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.

Students who have not maintained continuous registration or who are returning to the university after an approved leave of absence must follow the procedure for readmission.”

In addition, students must 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.

**Time Limits**

All requirements for the degree must be completed within four years from the date of 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 (Currently being re-approved by Faculty Senate)**

A maximum of thirty (30) 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 30, 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.

3. A GPA of 3.0 or better must be earned in courses to be considered for transfer.

4. Credits are transferable, grades are not.

5. 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.

6. Official transcripts of the courses taken at other institutions must be filed with the School of Social Work and the Graduate School.

7. 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.

SHORT-TERM LOANS: Loans with a maximum of $1,000 are available through the College of Health Professions. Funding is derived from Burroughs-Welcome Pharmaceutical Company donations. Contact College of Health Professions and Biomedical Sciences Assistant Dean for Student Affairs, at 243-4656 for assistance.

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.

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: Website

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 further information on the continuous registration policy. See the Graduate School policy website at: Website

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 http://cyberbear.umt.edu/ for information on the registration process, courses schedules, payment of tuition and fees, and important dates and deadlines for the academic year.
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 Program Director on a monthly basis to address curricular matters, program development and renewal, and specific student initiatives. The Committee is made up of the MSW Program Director, two faculty members, and two student members, one who also serves as staff to the committee. The MSW Program Director 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 faculty 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. One MSW student also serves as a member of the College of Health Technology Planning
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.
Policies

Professional, Academic and Non-Academic Conduct Policies

Policy Statement Regarding Abilities and Attributes

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 others students. Students are expected to demonstrate the emotional and mental capacities to cope with the stress inherent in social work. Students must not allow personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional responsibilities and relationships. Students are expected to seek and use appropriate help for personal, emotional, or medical problems that interfere with professional or academic performance, compromise judgment, or place at
risk the best interests of those to whom one has professional responsibility. Disruptive behavior toward colleagues, clients, faculty, staff, or fellow students will not be tolerated. 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 for Review of Student Performance**

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

1. The faculty will comply with all procedures as detailed in the University of Montana Student Code of Conduct.
2. In cases not referred directly for investigation by the Dean of Students, the student’s academic advisor and/or Chair of the School of Social Work will meet with the student to identify concerns regarding violation of personal and/or professional standards. The student will be informed that the full faculty or an Ad Hoc Review Committee of the Faculty will be meeting to review and discuss the concerns.

3. The Social Work faculty or Ad Hoc Review Committee will meet and discuss the concerns and possible courses of action. The student will have the right to address the faculty, with a personal representative of the student’s choice present. The possible faculty recommendations include the following:
   a. No action.
   b. A plan and timeline for corrective action by the student.
   c. Recommendation to the Dean of CHPBS for dismissal from the social work program.

4. The student will be informed in writing of the faculty recommendations.

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

Additional Program Policies

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

Attendance

Regular attendance in all courses is required, the specific attendance policy for each course will be established by the course instructor. Students can find The University of Montana Attendance/Absence Policy on the Registrar’s website.

Incomplete Grades

The grade of Incomplete (I) is a temporary grade assigned to students who have not completed course work due to extraordinary circumstances beyond the student’s control. Students requesting an incomplete must request the grade with the instructor and determine the materials to be submitted with a completion deadline listed. Please note, students must complete any courses that are listed as prerequisites prior to enrollment in courses for which it is a prerequisite. All other incompletes must be completed within one semester of receiving the I grade. It is the students’ responsibility to finish incomplete course work by the deadline or, in cases where an extension has been granted by the course instructor, to request that the instructor notify the UM registrar’s office of the extension. 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.

**Life Experience**

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

**Use of APA Style of Citation**

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

Online Resources:

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

**School Governance Committees**

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

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

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

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

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

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

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

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

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

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

2. The right to a hearing before the Student Court to delete any portion of any record which is inaccurate, misleading or inappropriate. Discrepancies should first be brought to the attention of those responsible for maintaining the records so they may have an opportunity to cure any defects. To the extent defects are not cured, upon request a hearing may be initiated by a written request from the student delivered to the Office of the Vice President for Student Affairs. The matter before the Student Court will be the question of the accuracy or appropriateness of the record itself and will not be extended to questions of the judgment of those who contributed to the record. The court will consider (1) whether the record accurately reflects matters intended to be contained here. (2) whether the record is misleading because in its present form it would lead a reasonable person to an incorrect conclusion, or (3) whether matters within the record are inappropriate because the record does not usually or should not reasonably contain such matters as those in question. Upon appropriate determination of the court, any such matters may be ordered deleted from the record.

3. The right to have education records or personally identifiable information from education records kept confidential and not released to third parties without the written consent of the student, except for release to the following:
   a. University personnel for legitimate purposes and to the extent required in the ordinary course of the performance of their duties.
   b. Authorized representatives of (a) the Comptroller General of the United States, (b) the Secretary, (c) an administrative head of an education agency, or (d) state educational authorities having access to student or other records which may be necessary in connection with the audit and evaluation of federally supported education programs, or in connection with the enforcement of the federal legal requirements which relate to such programs. Provided, that, except when collection of personally identifiable data is specifically authorized by federal law any data collected by such officials with respect to individual students shall not include information (including Social Security numbers) which would permit the
personal identification of such students and their parents after the data so obtained has been collected.

c. In compliance with judicial order or any lawfully issued subpoena upon condition that the student is notified of compliance.

d. In connection with a student's application for or receipt of financial aid.

4. The right to refuse to permit the designation of any or all categories of personally identifiable information as "directory information" which is not subject to the above restrictions. The University of Montana-Missoula has defined the following as directory information: student's name, addresses including e-mail, telephone number, date of birth, dates of attendance, date of graduation and degree received, school or college, majors, class, student identification photo, and academic awards or honors.

Any student wishing to exercise this right must inform the University Registrar in writing within two weeks after the start of classes of any personally identifiable information which is not to be designated as directory information with respect to that student in that academic year.

5. The right to have available for inspection by the student a written form signed by any representative of the Comptroller General of the United States, the Secretary, or any administrative head of an education agency who requested and was granted access to the records which states the legitimate educational or other interest that each such person had in requesting access to that particular record.

6. The right to have personal student records transferred to third parties only on condition that such parties will not permit any other party to have access to such information without the written consent of the student. All student records transferred to third parties shall have printed or stamped thereon: "No other person may have access to this information without written consent of the student."

**Equal Opportunity**

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

**Statement of Law**

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/](https://www.facebook.com/MTHumanRights/).
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 a number of resources available to students. The table below provides links for some of these resources. For a full listing of resources available to students, refer to the MY UMT for Students Website.

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<tr>
<th>ASUM Services</th>
<th>Experiential Learning and Career Services</th>
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<td>Curry Health Center</td>
<td>Office for Disability Equity</td>
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<td>Global Engagement Office</td>
<td>Mansfield Library</td>
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<td>NASW- Student Membership</td>
<td>Office of Student Success</td>
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<tr>
<td>Payne Family Native American Center</td>
<td>Student Advocacy Resource Center (SARC)</td>
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<td>Student Technology at UM</td>
<td>Writing and Public Speaking Center</td>
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<tr>
<td>Financial Aid</td>
<td>Office of the Registrar</td>
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Welcome Social Work Students,

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

- Integrate classroom experience with actual social work practice
- Develop core competencies and practice behaviors in a field setting
- Develop professional self-awareness and accountability
- Practice social work skills and theories
- Exercise ethical decision making in the context of social work values and the code of ethics (http://www.socialworkers.org/pubs/code/code.asp)

MSW students will be in an agency setting for approximately 15 hours per week for two consecutive semesters and will complete 900 hours of practicum total over two academic years. You will have an Agency Field Instructor at your practicum site who will serve as your teacher, mentor, and supervisor.

This manual is designed to provide you with the essential information and forms for making your practicum a successful experience. Please read it thoroughly. Additionally, I would like to highlight an online resource you might find helpful as you deal with potential field placement anxiety and practicum related stressors: https://www.fieldanxiety.com/

If you have any questions or concerns as you enter 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
Director of Field Education
School of Social Work
The University of Montana
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.

Revised MSW Program Competencies and Practice Behaviors 8/30/21
Based on CSWE 2015 Competencies

Competency 1: Demonstrate Ethical and Professional Behavior
Practice Behaviors:
1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
1.2 Engage in critical self-reflection, and ongoing reflection on positionality to understand ways in which personal values, beliefs, and experiences may affect practice and address those that interfere with professionalism and effective practice.
1.3 Demonstrate professional demeanor in behavior; appearance; oral, written, and electronic communication; use of social media; and adherence to agency policies and procedures.
1.4 Use technology ethically and appropriately to facilitate effective practice.
1.5 Use supervision and consultation to guide professional judgment and behavior.
Advanced Integrated Practice Behaviors:
1.1 Utilize critical and anti-racist principles in assessing and evaluating complex ethical situations and decisions.
1.2 Utilize collaborative approaches to ethical decision-making that ensure the participation or representation of those most directly affected.

Competency 2: Engage Diversity and Difference in Practice
Practice Behaviors:
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in all levels and contexts of practice.
2.2 Present as learners and engage clients and constituencies as experts of their own experiences.
2.3 Demonstrate self-awareness, awareness of positionality, and the capacity to recognize and reduce
the influences personal biases and values in working with diverse clients and constituencies.

**Advanced Practice Behaviors:**

2.1 Demonstrate cultural humility while integrating an understanding of culture; experiences with historical, intergenerational, and racial trauma; as well as common trauma responses in individuals, families, groups, organizations, and communities.

2.2 Integrate critical understanding of White supremacy; histories, epistemologies, and practices of colonization; and the lasting impacts of settler policies and practices in addressing persistent inequities and disparities in the Rocky Mountain West.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

**Practice Behaviors:**

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

3.2 Engage in practices that advance social, economic, and environmental justice.

**Advanced Practice Behaviors:**

3.1 Integrate critical understanding of specific environmental, social, and economic justice issues affecting rural and Indigenous communities into justice-oriented practice.

3.2 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.

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

**Practice Behaviors:**

4.1 Use practice experience and theory to inform scientific inquiry and research.

4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.

**Advanced Practice Behaviors:**

4.1 Integrate knowledge and skills of program evaluation (including Indigenous evaluation frameworks), critical participatory action research, and advocacy to address identified concerns of rural and Indigenous communities.

4.2 Utilize multiple ways of knowing, including Indigenous and decolonizing methodologies, to inform research and practice.

**Competency 5: Engage in Policy Practice**

**Practice Behaviors:**

5.1 Identify social policy at the local, state, federal, and tribal level that impacts well-being, service delivery, and access to social services.

5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.

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

**Advanced Practice Behaviors:**

5.1 Apply frameworks for critical, anti-racist, and intersectional policy analyses, design, implementation,
and evaluation that integrate a commitment to wellness, trauma-informed, culturally safe, and culturally grounded practices and policies.

5.2 Demonstrate knowledge of the historic and contemporary significance of the Indian Child Welfare Act in decolonizing or Indigenizing practices with families, communities, and nations.

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

**Practice Behaviors:**
6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Advanced Practice Behaviors:**
6.1 Apply critical understanding of positionality, intersectionality, cultural humility, and anti-racist principles to inform the engagement process.
6.2 Implement culturally grounded and trauma-informed principles of engagement with clients and client systems that reflect understanding of and sensitivity to multiple forms of trauma, including historical, intergenerational, racial, and secondary trauma.

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

**Practice Behaviors:**
7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Advanced Practice Behaviors:**
7.1 Critically examine assessment tools and processes for inherent biases and advocate for use of anti-racist principles and intersectional experiences to guide assessment processes.
7.2 Incorporate a teaching-learning approach when conducting trauma-informed assessments that consider the contexts, histories, experiences, and effects of trauma and works collaboratively with clients to assess for risks, strengths, and protective factors.

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

**Practice Behaviors:**
8.1 Demonstrate ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
8.3 Demonstrate ability to use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

8.4 Demonstrate ability to negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

8.5 Demonstrate ability to facilitate effective transitions and endings that advance mutually agreed on goals.

**Advanced Practice Behaviors:**

8.1 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 honors their knowledge, experience, and expertise.

8.2 Advocate for the advancement of trauma-informed systems of care, expanded access to effective trauma-focused interventions, and social justice for people who experience marginalization and oppression, including historical, intergenerational, racial, and secondary trauma.

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

**Practice Behaviors:**

9.1 Select and use appropriate methods for evaluation of outcomes.

9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

9.4 Apply evaluation findings to improve effectiveness at all levels and contexts of practice.

**Advanced Practice Behaviors:**

9.1 Engage in critical self-evaluation and evaluation of practice to further goals of anti-racist, anti-oppressive practices that disrupt coloniality.

9.2 Demonstrate ability to engage in collaborative, knowledge building, and empowering processes where those most affected/impacted are meaningful stakeholders in the decision-making and change efforts.

**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 the Rocky Mountain West.**

**Advanced Practice Behaviors:**

10.1 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 the Rocky Mountain West.

10.2 Demonstrate capacity to facilitate critical dialogue around diversity, equity and inclusion.

10.3 Demonstrate ability to bring a social justice perspective to interprofessional settings.
Student Placement Software
The University of Montana School of Social Work utilizes the practicum tracking software called Sonia. This software will be used by students to identify practicum placement options, complete forms and documents hours. Students will receive a Welcome email prior to the beginning of the semester they will begin practicum with information on how to log in. Students will also receive email communication throughout the semester/year with instructions for forms/tasks that need to be completed through Sonia. If students have technical issues with Sonia, they should contact the Social Work Field Education Office at 406-243-5544.

Master of Social Work Practicum Policies and Procedures
The Foundation Practicum
The foundation practicum (450 hours concurrent with classroom courses) provides students with opportunities for developing self-awareness and applying generalist social work knowledge, values, ethics, and practice skills. The practicum also provides a setting where students can enhance their oral and written professional communication skills and receive educational supervision from an Agency Field Instructor (AFI). A student in the foundation practicum will learn to critically assess, implement and evaluate agency policies to enhance the social condition of the agency clientele.

Foundation practicum placements are integrated and generalist in nature and may be done at a wide range of agencies. Students are offered an opportunity to experience a wide range of social work roles and functions, as well as the opportunity to work with many at-risk populations.

The Concentration Practicum
The concentration year practicum (450 hours minimum to 500 hours maximum, concurrent with classroom courses) is designed to achieve curricular objectives for the concentration year and to help the student gain advanced knowledge and skills related to integrated practice. Foundation and Concentration Practicums occur at different agencies to ensure diverse learning experiences.

Application and Admission
Before entering the foundation practicum, students must submit an MSW Practicum Application via Sonia, the practicum software. 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 should make an appointment to interview with
the Director of Field Education, who will meet with students to discuss available practicum agencies and opportunities. The student will then arrange interviews with agencies and, after securing a site, complete the required paperwork. Once a practicum site is selected and approved, students must create their placement via their Sonia account. Students cannot accumulate practicum hours until the following forms are submitted to the practicum office:

- **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** (see appendix for forms)

In addition to submitting these forms, all students are required to [complete this World Health Organization (W.H.O.) course on Six Ways to Protect Yourself from COVID-19](https://www.who.int) before returning to in-person, on-site practicum activities this upcoming academic year.

- **This two-hour course will give students the basic knowledge and skills to protect themselves and others.**
- **All students, engaging in in-person or remote practicum activities, must complete the free course and upload a Certificate of Participation to the Risk Acknowledgment Form.**

**Foundation Year**

Students admitted to field practicum must meet the following criteria:

- Acceptance to the University of Montana Graduate School.
- Acceptance to the University of Montana MSW program.
- Enrollment in Foundation Integrative Seminar I (SW 576).
- Submission of completed application for practicum placement to Director of Field Education.
- Submission of interests and abilities assessment to Director of Field Education.
- Interview with Director of Field Education.
- Submission of resume and interviews with prospective agencies.
- Acceptance by agency, completion of paperwork, and approval by Director of Field Education to begin practicum.
- Completion of all required paperwork via Sonia.

**Concentration Year**

Students admitted to the concentration practicum must meet the following criteria:

- Successful completion of the foundation practicum.
- Be in good academic standing, with a minimum GPA of 3.0.
- Successful completion of foundation courses and foundation integrative seminars. Students with an I or N grade in foundation year practicum or seminar are not able to move into concentration year practicum or seminar.
- Students with any incomplete grades must have a plan in place, approved by their faculty advisor, for completion of the work.
• Completion of all required paperwork via Sonia.

Students develop a plan with the Director of Field Education indicating their choice of concentration practicum site and the advanced practice learning opportunities. Students are strongly encouraged to move to a new site for their concentration year and to interview with prospective agencies.

Students who plan to continue in their current practicum site should work in consultation with their faculty advisor and Practicum AFI to ensure the concentration year provides new learning opportunities in line with concentration year objectives and tasks that are new and distinct from the student’s first year responsibilities at the site. Concentration year placements that focus on the same/similar learning goals than foundation year practicum will not be approved. The Director of Field Education must approve new concentration practicum placements.

**MSW Practicum Placement Exceptions**

All exceptions require pre-approval from the Director of Field Education as well as advanced planning regarding placement.

**Out-of-Town Practicum Placements**

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

**International Practicum Placements**

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

**IE3 Global Internship Program**

The University of Montana is affiliated with the IE3 Global Internship Program, run through Oregon State University, which coordinates professional internships abroad. Kevin Hood is the UM representative to IE3. IE3 offers a well-structured system of site selection and student screening to ensure productive, successful international learning experiences. IE3’s focus on professional development fits well with the purpose of the practicum experience. Students interested in completing an international block placement must have approval from both the School of Social Work and the IE3 Program. UM tuition is waived for students accepted into the IE3 program. In lieu of tuition, students pay a program fee to the IE3 program. Students work in conjunction with the School of Social Work Director of Field Education to arrange social work supervision for the internship. Advanced planning is essential.
It may be possible to earn independent study credits in conjunction with the block placement. Students interested in completing an independent study project as part of the block placement should consult with their faculty advisor and the BSW Program Director regarding expectations for the independent study. For more information on IE3 and examples of international professional internships related to social work, students can visit the IE3 website.

**Practicum Selection and Placement**

**Interview and Selection of Practicum Site**

Upon acceptance to the practicum program, students are required to make an appointment with the Director or Assistant Director of Field Education for an interview and discussion of available practicum sites.

Both the Director and Assistant Director of Field Education are available to advise students on agency interviews and résumés. Students are responsible for scheduling interviews with the agencies.

Once a practicum site is selected and approved, students must complete and submit the Memorandum of Understanding, Essential Skills and Functions, and Acknowledgement of Risk Forms via Sonia, prior to beginning practicum. Students cannot accumulate practicum hours until the above forms are submitted.

**Practicum and Career Fair**

It is strongly recommended that students attend the annual Practicum/Career Fair held spring semester. Qualified agencies are invited to attend and provide information to students about learning and employment opportunities in their settings.

**Practicum Position and Place of Employment**

Under certain circumstances, a student may complete a practicum at a place of employment.

In addition to the regular practicum application, students must submit an application, via Sonia, for employment-based practicums.

To help ensure a clear separation of practicum tasks and employment tasks, placements must meet the following criteria:
- Practicum experiences must be educationally focused and meet all the requirements of the social work program as indicated in the learning agreement.
- Practicum tasks and assignments must be separated from the normal employment
tasks and assignments, thus providing the student with a distinct and different set of learning opportunities and experiences.

- Students must submit a description of current employment responsibilities, a description of distinct practicum responsibilities, and a weekly schedule for completing tasks (see below).
- Students must submit a letter from their employer supporting the employment-based practicum and identifying the structures in place to separate job tasks from practicum tasks.
- The supervision of practicum tasks must be separate from employment tasks. Students and agencies can choose from the following options to ensure separate practicum supervision:
  1. The agency can assign a separate supervisor with a BSW (for BSW students) or MSW (for BSW/MSW students).
  2. The School of Social Work can provide an outside supervisor in situations where there is not an additional BSW/MSW at the agency to supervise practicum tasks.
  3. The student and work supervisor may submit a supervision plan indicating how practicum supervision will be separate from employment supervision.

A placement at the agency where the student is employed must be arranged and approved by the Director of Field Education. Applications, found in the Forms tab in Sonia, are due at least one month prior to the start of practicum. Late applications will not be accepted.

**Employment based practicums that do not offer new and distinct learning opportunities and focus on the same/similar tasks and responsibilities as the student’s employment position will not be approved for practicum.**

**Practicum Requirements and Policies**

**Practicum Hours**

**MSW Foundation Students**

MSW Foundation students are required to complete a total of 450 practicum hours. The first practicum semester should run concurrently with Foundation Integrative Seminar I (SW576) and the second semester of practicum with Foundation Integrative Seminar II (SW 577).

**MSW Concentration Students**

The first practicum semester should run concurrently with Advanced Seminar I (SW 578) and the second semester of practicum with Advanced Seminar II (SW 588).

**MSW Summer Practicum Hours**

Students can count a maximum of 50 hours towards their 450 hours of Concentration Year practicum in the summer before starting classes in the fall semester. In order to count those
50 hours, students have to have their concentration year practicum application and all required practicum forms completed and approved by the Director of Field Education. MSW supervision requirements have to be met for those hours and all practicum hours need to be documented in Sonia.

Qualified Activities
Hours required for practicum may include individual meetings with Practicum Agency Field Instructor and UM Field Education staff as well as a range of learning experiences outside the agency, such as conferences, workshops, research, and visiting other agencies. Travel and on call hours do not count towards practicum hours.

Tracking Practicum Hours
Students are responsible for tracking practicum hours in Sonia, which must be approved by the Practicum Agency Field Instructor. Hours entered in Sonia will be reviewed by the Director or Assistant Director of Field Education each semester. Students are asked to submit timesheets once a week in bulk, i.e. 15 hours in one timesheet.

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

Practicum agencies are not required to work around the university’s academic calendar. Students should consider agency and client needs when scheduling school breaks, vacations, and absences.
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 is 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 two days, the student should also notify the faculty. During the practicum, students are responsible for informing the Practicum Agency Field Instructor and the Director of Field Education with up-to-date contact information.
Winter and Spring Break
Students are not obligated to continue their practicum hours during the winter or spring break, but they may do so if it fits their schedule, their learning objectives, and the needs of the practicum agency.

Practicum Forms
Students are responsible for submitting the following documents via Sonia before beginning to count practicum hours:
- Practicum Application
- Memorandum of Understanding of Roles and Responsibilities
- Essential Skills and Functions
- Acknowledgment of Risk
- WHO Training Certificate
- Block Placement Proposal (if needed)
- Application for Employment-based Practicums (if needed)

Deadlines for Securing a Practicum and Submitting Forms
Students must secure a practicum by the end of week four of the fall semester. All required paperwork must be submitted by the end of week four. Students must withdraw from practicum courses; SW 576, and SW 586 (MSW) if they have not secured a practicum and submitted paperwork by the end of week 4. 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.

Both the learning agreement and mid-year and final evaluation has to be completed and submitted via Sonia by the student, AFI, and the Field Liaison to receive a final grade.

During the practicum, students can track their practicum hours through Sonia.

Learning Agreement
The Learning Agreement is developed in collaboration with the student, Agency Field Instructor and Field Liaison if needed. The BSW and MSW Foundation Learning Agreement addresses generalist practice from an integrated framework. The MSW Concentration Learning Agreement addresses advanced integrated practice. Students are to identify learning objectives and activities that will assist them in reaching the learning goals. Examples of the learning agreements can be found on our website. See appendix

Changing Practicum Placements
Practicum placements are for two semesters. Students are making a commitment to the
agency and the clients they are serving and expected to remain in that setting for both semesters. Occasionally, a practicum placement does not meet the expectations of the student, placement site, or the School of Social Work.

A student may decide to change practicum settings mid-year for any of 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 BSW or MSW-level learning experiences

In these situations, students are encouraged to work to resolve the problems directly with the Agency Field Instructor and, if necessary, with the Director or Assistant Director of Field Education. It is often possible to resolve problems or issues, especially if attending to them in a timely manner. Students experiencing problems at their practicum site are encouraged to speak to the Assistant Director or Director of Field Education early.

If, after working with the Agency Field Instructor and Director of Field Education, it is determined that the practicum site does not offer a high-quality experience or the student fails to meet the Agency’s expectations, the Director of Field Education will decide if an alternative practicum site is warranted.

The Director of Field Education must approve any practicum site change. If a change is made in the practicum setting to better accommodate the student’s learning, it may result in an extension of the number of weeks or hours of the practicum experience in order to insure a meaningful placement.

**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, or Director of Field Education may request an academic
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 foundation practicum and two semesters in a concentration practicum. Seminars are held every semester and run concurrently with the practicum.

The foundation practicum seminar (SW 576, 577) provides an introduction to the profession of social work and explores the practicum experience. Students receive guidance and feedback while integrating classroom material with the practicum. Students develop generalist social work skills and a foundation for social work values and ethics. Students receive assistance in writing the Learning Agreement.

The concentration 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 concentration 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. Students cannot move into concentration year seminar and/or practicum without having successfully completed foundation year seminar and/or practicum.

**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 Field Liaisons.
**Director of Field Education**

- Assume responsibility for the overall direction and coordination of the practicum.
- Screen student applicants and assess their personal and professional readiness for practicum.
- Assist students and agencies in the placement process.
- Provide guidelines for 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 in regard to questions, resources, and suggestions for learning opportunities.

**Agency Field Instructor**

- Provide a minimum of one hour per week of direct supervision to the student.
- Orient new students to agency structure and function, student responsibilities, policies and procedures, and 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, 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 Disability Services 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 in regard to 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 one-to-one direct supervision to the student.
- Works collaboratively with Agency Field Instructor and Director of Field Education.
- Provides guidance to student in developing a Learning Agreement to structure the practicum experience.
- 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:

- 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 31 (46 for MSW Concentration students) practice behaviors. It is anticipated that by the completion of the practicum, students will have been exposed to all of the core competencies and practice behaviors. Students receive an N (in progress) grade at the end of the first semester of practicum. A CR/NCR grade 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 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 the Director or Assistant Director of Field Education.

The Agency Field Instructor will complete the first End-of-Semester Evaluation prior to the scheduled meeting with the student and Director or Assistant Director of Field Education. On the evaluation, both the student and AFI have an opportunity to reflect on the first semester and areas of strength, ongoing focus, learning highlights, supervision and second semester goals.

**Second End-of-Semester Student Performance Evaluation**

The student, before finals week, will arrange for and attend the End-of-Semester Evaluation meeting with the Agency Field Instructor and Director or Assistant Director of Field Education.

The Agency Field Instructor will complete the second semester evaluation prior to the scheduled meeting with the student and the Director or Assistant Director of Field Education. The Agency Field Instructor will provide a numerical rating for each of the practice behaviors and provide comments regarding the student’s performance. The evaluation form will compute the total score (the practicum grade). Agency Field Instructors will have the opportunity to make comments regarding the total score and grade associated with it. The following competency-based rating scale is used to assess student competency:

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

The evaluation comments and scores by the Agency Field Instructor will be reviewed by the Director or Assistant Director of Field Education 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 225 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.

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 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. BSW and MSW Foundation students must receive a score of 105-150 to receive a grade of Credit. MSW Concentration student must receive a score of 224-280 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. MSW students wishing to return to complete their degree after a year or more please refer to the Time Limits section, on page 53, 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.
Appendices

A. Master of Social Work
   B1. Overview of Generalist Approach to Social Work
   B2. Portfolio Project Documents
   B3. Individualized Learning Plan
   B4. Guidelines for Ethical Practice in Practicum and in Classroom
   B5. Graduate School Leave of Absence Form
   B6. Course Completion Checklist
   B7. Board of Behavioral Health Licensing Requirements & Application Checklist

B. Field Education
   C1. Steps for Securing a Practicum Placement
   C2. Agenda for Weekly Supervision
   C3. MSW Foundation Learning Agreement Example
   C4. MSW Concentration Learning Agreement Example
   C5. Employment Based Practicum Guidelines and Checklist
   C6. Acknowledgement of Risk
   C7. Professional Standards: Essential Attributes and Functions
   C8. Memorandum of Understanding
   C9. Interruptions for Field Education Policy

C. COVID-19
   D1. Classroom Safety Messaging 2020
   D2. Letter to BSW/MSW Students Autumn 2020
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."


MSW Portfolio Overview

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Portfolio Checklist for Advisors.... 2
This checklist is a guide with tips and a timeline to help advisors support students in the portfolio process. Students may also find this document helpful in portfolio planning.

Portfolio Competencies Checklist.... 3
This chart provides students a brief checklist to indicate where they are addressing specific competencies.

Integrated Portfolio Project Overview ....4
This document is a comprehensive overview of the portfolio process and addresses the portfolio committee, presentation, contents, strategies for organizing and developing the portfolio, and examples of portfolio pieces.

Assessment of Competencies Addressed in the Portfolio.... 10
This assessment is the tool used by the portfolio committee to evaluate the portfolio.
Portfolio Checklist for Advisors

Please address the following areas with advisees to prepare them for their portfolio:

Has your advisee:

◊ Formed a portfolio committee?
◊ Set a date for the presentation?
◊ Reserved a room for the presentation?

Have you discussed:

◊ The timeline for submitting the portfolio draft for feedback? (see timeline below)
◊ What format you prefer the draft to be submitted for feedback (i.e. submit the draft via email; feedback will be delivered electronically via Track Changes)?

Does your advisee’s portfolio:

◊ Provide evidence of the student’s development as an integrated practitioner and his/her mastery of competencies?
◊ Does the narrative demonstrate how the works chosen in the appendix represent mastery of knowledge?

**Mastery of this knowledge includes, but is not limited to:

- Knowledge of key theories that guide one’s practice
- Examples of how a student has practiced skills and applied knowledge at their practicum
- Examples of how one has grappled with difficult ethical issues
- Example of how one uses critical self-reflection in practice and how one incorporates attention to differences, power, etc.

PORTFOLIO TIMELINE

- 4 weeks before presentation: Student submits portfolio draft to Chair
- 3 weeks before presentation: Chair provides feedback to student with suggestions for revision
- 2 weeks before presentation: Student submits revised portfolio to full committee
- 1 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 on file in the School of Social Work by the last day of finals’ week in order for degree to be awarded through the Graduate School.

**Portfolio Competencies Checklist**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Narrative</th>
<th>Appendices</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate ethical and professional behavior</td>
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<tr>
<td>2. Engage diversity and difference in practice</td>
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<td>3. Advance human rights and social, economic, and environmental justice</td>
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<tr>
<td>4. Engage in practice-informed research and research-informed practice</td>
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<td>5. Engage in policy practice</td>
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<tr>
<td>6. Engage with individuals, families, groups, organizations, and communities</td>
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<td>7. Assess individuals, families, groups, organizations, and communities</td>
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<tr>
<td>8. Intervene with individuals, families, groups, organizations, and communities</td>
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<tr>
<td>9. Evaluate practice with individuals, families, groups, organizations, and communities</td>
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<tr>
<td>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 the Rocky Mountain West</td>
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</tbody>
</table>
Integrated Portfolio Project Overview

The social work portfolio integrates student’s coursework, practicum experience, and research knowledge with the goals, competencies, and practice behaviors of the MSW program. The portfolio project is a means of evaluating a student’s development as an advanced integrated practitioner and mastery of competencies.

The elements of advanced integrated practice and program competencies areas follows. Graduates of the MSW program will:

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

Competencies:

- Demonstrate Ethical and Professional Behavior

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.

Competencies:

- Engage diversity and difference in practice.
- Advance human rights and social, economic, and environmental justice.

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

Competencies:

- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

Competencies:

- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.

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.
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 the Rocky Mountain West.

**Portfolio Committee**

Each student is assigned a faculty advisor who will oversee the design and progress of the portfolio. The advisor’s primary function is to ensure that the portfolio is congruent with the goals and objectives of the MSW program, addresses core social work competencies, and fits with the career goals articulated by the student.

Students present the portfolio before a faculty committee during the second semester of the concentration year. Students arrange for two faculty members from the School of Social Work and one person from outside the School to serve on the portfolio committee. The student’s advisor serves as chair of the committee. Examples of the outside committee person include the student’s agency supervisor, MSW outside supervisor or a faculty member from another department at The University of Montana. 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.
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 (5 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.

Portfolio Contents

The portfolio must include materials that provide evidence of the student's development as an advanced integrated practitioner and his or her mastery of professional social work competencies. An assignment/project from each of four (4) practice courses is designed for possible inclusion in the portfolio (Practice with Individuals and Families in a Community Context, SW 515; Practice with Groups and Communities, SW 525; Advanced Integrated Practice, SW 535; Practice of Organizational Leadership, SW 545). Students may also select products from other course work and the practicum experience.

Portfolios may include the following materials:

- 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 legislative testimony
- Community organization meeting summaries
- Video/audio tapes, CD’s, or print copies of PowerPoint presentations.
- Reflection essays and course journal entries

NOTE: Portfolios are public documents in that they are on file in the School. Care should be taken to maintain anonymity and confidentiality in all documents.
Process of Portfolio Development

Students are introduced to the portfolio requirements, the process of portfolio development, and its grading during Orientation. Specific details regarding the portfolio will also be covered in practicum seminars and practice courses.

Portfolio Grading

The student’s final portfolio grade will be based on his/her ability to demonstrate development as an advanced integrated practitioner and mastery of competencies in the portfolio and presentation. The student’s final grade on the portfolio will be a committee decision.

Additionally, the student’s portfolio will be graded on the following criteria:

1. Are the materials well-organized, clearly presented, and properly cited?

2. Do the supporting documents illustrate development as an advanced integrated practitioner and mastery of professional social work competencies?

3. Does the student demonstrate professionalism and the ability to elaborate on specific points, such as the theories that inform practice?

4. Does the student show evidence of critical thought, analysis, and scholarship?

5. Does the portfolio reflect the student’s honesty and professional integrity?

Compiling and Presenting the Portfolio

The Portfolio is an electronic document. The checklist below 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.

Table of contents- Include a concise table of contents for the entire portfolio.

Clearly present and organize the work – The portfolio should be clearly organized. Divide the work into sections and use an introductory abstract to describe the contents.

Include appendices – The appendices are the products (reports, projects, case studies, etc.) that students have produced over the course of their time in the program. An appendix ensures that important points made in the text of portfolio are not lost on your reader. For example, if the student refers to an exercise used with a community group, include the entire version in an appendix so the reader has a more thorough understanding of the work.

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 knowledge, skills, and values and how these connect with the goals and the objectives of the program.

**Give specific examples of students’ work** – Students should reflect on the goals of the MSW program and choose samples of work that communicate the quality of practice and one’s ability to critically reflect on his/her own process as a social worker. *How, for example, does the students’ work demonstrate an understanding of the integrated practice model?* The portfolio can include snapshots of the students’ work at different times throughout the program to highlight progressions in thinking and practice.

**Highlight contributions to collaborative work** – Integrated practice depends on partnerships and collaborative work with community members and organizations. Include a description of how these arrangements worked and as well as the specific contribution made by the student.

**Respect confidentiality and anonymity** – The portfolio should respect confidentiality and anonymity in reference to clients, colleagues, or others. The student needs to make clear to the reader in the introduction of the narrative the precautions taken to respect confidentiality and anonymity.

**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. For example, the student can consider these themes in terms of his/her relationship with clients, organizations and the community.

**Provide evidence of learning, including personal challenges** – The portfolio is more than an opportunity to demonstrate competence in practice. It is Examples include 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 social work practice in the 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**
  - List names and page numbers or Appendix numbers of the various sections of the portfolio

- **Narrative**
  - This is a 15-20-page overview of your professional development as an advanced integrated practitioner and your mastery of competencies. The narrative provides you the opportunity to speak to the ways in which the various portfolio pieces demonstrate your learning experiences, challenges, opportunities, personal and professional development, and your achievement of the program objectives.
  - The narrative needs to demonstrate how the works included in the appendices represent the student’s mastery of the knowledge, skills and values of advanced integrated practice. Mastery of these components include, but are not limited to, knowledge of key theories that guide one’s practice, examples of how a student has practiced skills and applied knowledge at their practicum, examples of how one has grappled with difficult ethical issues, example of how one uses critical self-reflection in practice, and how one incorporates attention to differences, power, etc.
  - Bibliography – Use APA style.

- **Appendices of Portfolio pieces**
  - Include a range of pieces that individually and collectively speak to your capacity for advanced integrated practice, your mastery of competencies, and your individual learning goals
  - Portfolio pieces should be revised in light of feedback received at the time the piece was originally developed and presented.
  - All items included in the portfolio should be clean copies – without instructor comments on them.
  - Use of tabs to separate portfolio pieces makes for a clean and user-friendly organization.
  - Bibliographies and citations – Each individual portfolio piece should include citations and bibliography as appropriate.
  - For PowerPoint presentations, student may include with hard copy pages of the presentation or a disk of the presentation.

- **Final Presentation**: The portfolio is an electronic document. It should be organized as a single document with consecutive page numbering.
Examples of Items suitable for portfolio inclusion:

Throughout the course of the MSW program students have completed a variety of projects that they may wish to include in the Portfolio. Examples from the foundation year include: final case study from SW 505; final historical research paper for SW 530; application of theories of human development in SW 511 or theories of practice in SW 505; annotated bibliographies; literature review and proposal for a therapeutic/support group or community action from SW 525; positionality paper or teaching learning project from SW 511. Examples from the concentration year include: professional paper from SW 535; case study or teaching-learning demonstration outline and materials from SW 535; policy briefs or transcripts of testimony from SW 531; program evaluation or research designs from SW 521; grant proposals and leadership development materials from SW 545. In addition to these course-based examples, students may include products developed in the context of practice such as resource guides, action plans, outlines and supporting materials from presentations. In addition to these examples of formal “products” students may also include items such as reflection papers and journal entries that demonstrate the process of professional growth and development over time. Examples from practicum activities may also be included as appendix items or within the narrative itself to illustrate how the students is putting the knowledge, skills, and values of advanced integrated social work to practice.
Assessment of Competencies Addressed in Portfolio

Student: ___________________________ Evaluator: ___________________________

Date: ________________________________

1. Identify as a Professional Social Worker and conduct oneself accordingly.
   - Written Narrative
   - Portfolio Documents
   - Oral Presentation
   Comments: _________________________

2. Apply social work ethical principles to guide professional.
   - Written Narrative
   - Portfolio Documents
   - Oral Presentation
   Comments: _________________________

3. Apply critical thinking to inform and communicate professional judgments.
   - Written Narrative
   - Portfolio Documents
   - Oral Presentation
   Comments: _________________________

4. Engage diversity and difference in practice.
   - Written Narrative
   - Portfolio Documents
   - Oral Presentation
   Comments: _________________________

5. Advance human rights and economic justice.
   - Written Narrative
   - Portfolio Documents
   - Oral Presentation
   Comments: _________________________

   - Written Narrative
   - Portfolio Documents
   - Oral Presentation
   Comments: _________________________

7. Apply knowledge of human behavior and the social environment.
   - Written Narrative
   - Portfolio Documents
   - Oral Presentation
   Comments: _________________________
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
   - Written Narrative
   - Portfolio Documents
   - Oral Presentation
   Comments:

9. Respond to contexts that shape practice.
   - Written Narrative
   - Portfolio Documents
   - Oral Presentation
   Comments:

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
    - Written Narrative
    - Portfolio Documents
    - Oral Presentation
    Comments:

11. Apply knowledge and skills of integrated practice to work with individuals, families, groups, organizations, and communities.
    - Written Narrative
    - Portfolio Documents
    - Oral Presentation
    Comments:

12. Apply forms of leadership to support collaborative, interdisciplinary relationships and active participation of community members in addressing needs and concerns of individuals, families, groups and communities.
    - Written Narrative
    - Portfolio Documents
    - Oral Presentation
    Comments:

13. Demonstrate understanding of key social, political, and economic challenges facing communities of the Rocky Mountain West, intersection with global concerns, and implications for social work.
    - Written Narrative
    - Portfolio Documents
    - Oral Presentation
    Comments:

Additional comments:
MSW Concentration Year

Individualized Learning Plan for Integrated Practice

Name: ___________________ Faculty Advisor: ___________________

Concentration Year Practicum Site: ___________________

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 (at least three):

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 Activities:**
List at least three practicum activities included in your Practicum Learning Agreement to fulfill your individual learning goals:

➢

➢

➢

**Elective Courses:**

Completed or in progress:

Planned:

**Proposed Portfolio Appendices:**
See Portfolio Project Overview for specific examples.

**Proposed Portfolio Committee Members:**

1)

2)

3)

______________________________  ____________________________
Student Signature              Faculty Advisor Signature
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.
GRADUATE SCHOOL
LEAVE OF ABSENCE FORM

Name:_____________________________ ID#:__________________

Local Address & Phone #: ________________________________

Degree Program:_____________ Department/School: _______________

Beginning term of the leave of absence (Semester & Year):_____________

Term I plan to renew studies (Semester & Year):_____________________

Reason for request:

Program Summary

Courses and other requirements completed to this date: (You may attach a copy of an up-to-date transcript.)

Courses and number of credits for which you are presently enrolled:

List all other requirements for your program, and give a timetable for completion of those requirements:
Location where I can be reached during my Leave of Absence:

Address: ____________________________________________ Phone#: ____________________________

_____________________________________________________________________________

E-mail: ____________________________________________________

SCHOOL OF EDUCATION:

Master's Degree - I understand that all required program elements for the Master's degree (including non-degree and transfer work completed before the term I was admitted to the program) must be completed within six (6) years of commencing graduate course work at The University of Montana.

Education Specialist Degree - I understand that all required program elements for the Education Specialist degree must be completed within eight (8) years of commencing graduate course work at The University of Montana.

Doctoral Degree - I understand that all required program elements for the Doctoral degree must be completed within ten (10) years of commencing graduate course work at The University of Montana.

ALL OTHER DISCIPLINES:

Master's Degree - I understand that all required program elements for the Master's degree (including non-degree and transfer work completed before the term I was admitted to the program) must be completed within five (5) years of commencing graduate course work at The University of Montana.

Doctoral Degree - I understand that all required program elements must be completed within seven (7) years of commencing graduate course work at The University of Montana.

CONTINUOUS REGISTRATION:

Graduate students in degree programs must register for credits each Fall and Spring Semester (with exceptions including some distance learning programs or the School of Education where students may be registering primarily in the Summer). I understand that I am not required to be registered during an approved leave of absence, however, the continuous registration rule still applies upon my return.

Student's Signature: ________________________________ Date: ________________

Department Chair's or Dean's Signature: ________________________________ Date: ________________

☐ Approved ☐ Denied

Graduate Dean: ________________________________ Date: ________________

☐ Leave approved for the period of time requested ☐ Denied
## MSW Course Completion Checklist

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semester/Year</th>
<th>Grade</th>
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<tbody>
<tr>
<td>SW 500: Orientation</td>
<td>1</td>
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<tr>
<td>SW 505: Foundations of SW Practice</td>
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<td>SW 510: Hum Behav Soc Envt I</td>
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<td>SW 511: Hum Behav Soc Envt II</td>
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<td>SW 515: Practice w/ Indiv &amp; Families</td>
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<td>SW 520: SW Research Methods</td>
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<td>SW 521: Advanced Research</td>
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<td>SW 525: Practice w/ Groups &amp; Communities</td>
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<td>SW 530: History of Social Policy</td>
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<td>SW 531: Methods of Social Policy Analysis</td>
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<td>SW 532: Indian Child Welfare Act</td>
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<td>SW 535: Advanced Integrated Practice</td>
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<td>SW 545: Organizational Leadership</td>
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<td>SW 576: Foundation Seminar I</td>
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<td>SW 577: Foundation Seminar II</td>
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<td>SW 578: Advanced Seminar I</td>
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<tr>
<td>SW 579: Advanced Seminar II</td>
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<td>SW 586: Foundation Practicum I</td>
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<td>SW 587: Foundation Practicum II</td>
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<td>SW 588: Concentration Practicum I</td>
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<td>SW 589: Concentration Practicum II</td>
<td>3</td>
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<tr>
<td>SW 593: Professional Portfolio (R* to 2 cr)</td>
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</tr>
</tbody>
</table>

*R = repeatable

### Electives (9 credits total required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semester/Year</th>
<th>Grade</th>
</tr>
</thead>
</table>

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

License Requirements for Licensed Clinical Social Worker Candidate
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). [ARM 24.219.505]
2. Supervision by a supervisor who meets the requirements in ARM 24.219.421.
3. Submit fingerprints to the Montana Department of Justice for a fingerprint and background check. [MCA 37-23-202(3)]
4. Three moral character references from licensed social workers, licensed clinical social workers, psychiatrists, or psychologists who have professional knowledge of you [MCA 37-22-301(2)]

Checklist of Required Documents to Submit for Application for LCSW Candidate
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
- Training and Supervision Plan form
- Three moral/professional character references which may be submitted on Verification of Moral/Professional Character form

Application Fee(s) for LCSW Candidate
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
The University of Montana
Social Work Practicum Checklist

→ **Before Interview**
  - [ ] Update resume & cover letter
  - [ ] Research agencies (online, in Sonia, UMSSW website)
  - [ ] Review scheduling needs/ conflicts for academic year
  - [ ] Professional Dress (even if the interview is online!)
  - [ ] Prepare several questions for interview - what do you want to know from them?

→ **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 before starting practicum
  - [ ] Memorandum of Understanding (MOU)
  - [ ] Essential Skills Agreement
  - [ ] Practicum Acknowledgment of Risk Form
  - [ ] Complete [this 2-hour WHO Training](#) & upload certificate of completion
  - [ ] Learning Agreement (in SW 487, SW 576 or SW 578)

→ **Important Dates to remember:**
  - [ ] Secure and start Practicum no later than week 4 of the fall semester
  - [ ] Attend Learning Agreement Workshop – check your email for dates!
  - [ ] Learning Agreement due via Sonia by week 4 of the fall semester

Last updated August 21
Student Name: ____________________________ Date: _________________

Areas of discussion:

Decisions and plans made:

Identification of learning (i.e. new concepts, increased understanding, frameworks, theories, critical thinking employed):

Review Learning Agreement:

Goals and objectives for next week:

Student signature: ____________________________

Agency Field Instructor signature: ____________________________
Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

University of Montana School of Social Work
MSW Concentration Year Learning Agreement & Evaluation

Learning Agreement Purpose Statement:
The Learning Agreement serves as a guide for the student’s learning experience at the practicum agency. With the support of the Agency Field Instructor (AFI), each student is responsible for the development of specific and individualized learning activities within each of the practice behaviors. These tasks and activities are shaped by the opportunities provided by the agency, the student’s learning needs, interests and desires, and the practice competencies required by the School of Social Work and the 2015 CSWE Educational and Policy Standards. Activities are site specific, measurable, and individualized with the goal of promoting the student’s successful development of the various professional competencies.

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

Rating Scale:
1: No Competency - Student does not demonstrate competency with this practice behavior.
2: Minimal Competency - Student rarely demonstrates competency with this practice behavior.
3: Developing Competency with Assistance - Student demonstrates inconsistent competency with this practice behavior and thus requires assistance and/or coaching.
4: Emerging Competency - Student demonstrates beginning-level competency with this practice behavior, but requires ongoing opportunities to demonstrate mastery.
5: Demonstrates Competency - Student demonstrates competency and a beginning autonomy with this practice behavior in complex situations.
Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

### Competency 1: Demonstrate Ethical and Professional Behavior

<table>
<thead>
<tr>
<th>Practice Behaviors:</th>
<th>Suggested Learning Activities / Tasks to Evaluate Mastery</th>
</tr>
</thead>
</table>
| 1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. | • Discuss NASW Code of Ethics with supervisor  
• Discuss agency policies and how they fit with the NASW Code of Ethics  
• Apply ethical-decision making model to work through a situation that presents an ethical dilemma; discuss in supervision  
• Discuss with other agency professionals how they deal with ethical dilemmas  
• Review and discuss additional ethical or governing policies which may impact service delivery at the agency (i.e. agency policies, HIPPA/FERPA guidelines, SSI/SSDI, TANF, SNAP etc.) |
| 1.2 Engage in critical self-reflection, and ongoing reflection on positionality to understand ways in which personal values, beliefs, and experiences may affect practice and address those that interfere with professionalism and effective practice. | • Discuss personal/ethical/value dilemmas with supervisor  
• Journal personal biases or judgments that may hinder appropriate behaviors and discuss managing the same with supervisor, Faculty Field Liaison, and/or peer in seminar  
• Discuss needed areas of growth in supervision and work on strategies toward growth |
| 1.3 Demonstrate professional demeanor in behavior; appearance; oral, written, and electronic communication; use of social media; and adherence to agency policies and procedures. | • Dress according to agency policy  
• Discuss appropriate roles and boundaries of a practicum student with supervisor and other agency staff  
• Give a presentation at a staff meeting or community event (in person or virtual)  
• Use professional language (verbal/nonverbal) when dealing with clients and other professionals in the workplace  
• Engage in effective communication, including notes, emails, letters, and other written correspondence, as well as verbally and non-verbally  
• Maintain accurate, respectful and professional written client records (as appropriate)  
• Inquire and be open to feedback from supervisor or other staff with regards to documentation, oral and written communication |
## Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

| 1.4 | Use technology ethically and appropriately to facilitate practice outcomes. | • Discuss ethical and appropriate use of online technology at agency and in practice with clients with supervisor and other agency staff  
• Ensure proper training for online tools and telehealth models and interventions  
• Discuss technology etiquette at the agency with supervisor  
• Research and familiarize yourself with potential challenges to use of technology in social work practice |
| 1.5 | Use supervision and consultation to guide professional judgment and behavior. | • Attend weekly supervision meetings and reflect on professional behavior  
• Prepare topics to discuss with supervisor (areas for growth, personal and professional boundaries, ethical dilemmas, professional communication, clinical interventions etc.)  
• Consult with supervisor regarding issues arising in practice  
• Integrate feedback into practice  
• Utilize seminar to consult with peers and field liaison |

### Advanced Integrated Practice Behaviors

| 1.6 | Utilize critical and anti-racist principles in assessing and evaluating complex ethical situations and decisions. | • Discuss application of critical and anti-racist principles to ethical situations and decisions with supervisor.  
• Apply a specific framework introduced in SW 505 (e.g., Ethical Principles screen; Abramson’s ethical self-examination; human rights framework) as a guide to addressing an ethical challenge in practicum.  
• Discuss in seminar or supervision. |
| 1.7 | Utilize collaborative approaches to ethical decision-making that ensure the participation or representation of those most directly affected. | • Identify specific complex ethical issues related to practicum and address in supervision and in seminar with peers.  
• Utilize skills of dialogue in ethical decision-making introduced in SW 535.  
• Bring one ethical issue to seminar for consideration by group.  
• Maintain ethical standards for confidentiality and anonymity. |
### Competency 2: Engage Diversity and Difference in Practice

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Suggested Learning Activities / Tasks to Evaluate Mastery</th>
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</thead>
</table>
| 2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in all levels and contexts of practice. | • Understand different forms of diversity and how it influences work with clients  
• Discuss barriers to services faced by clients  
• Discuss cultural structure and values and their effect(s) on different clients with supervisor  
• Review, understand, and apply anti-racist principles in practicum setting  
• Research and apply knowledge related to diversity to enhance client well-being  
• Strive to be assigned a diverse caseload of clients |
| 2.2 Present oneself as a learner and engage clients and constituencies as experts of their own experiences | • Attend agency, local, national workshops or trainings  
• Strive to be assigned a diverse caseload of clients  
• Research and apply knowledge related to diversity to enhance client well-being  
• Explore and utilize different perspectives and practice models when working with diverse clients  
• Treat all clients with respect and courtesy regardless of personal bias, and ensure equal and just treatment to all clients at the agency  
• Use assessments that include sections of diversity/culture/spirituality as identified by client |
| 2.3 Demonstrate self-awareness, awareness of positionality, and the capacity to recognize and reduce the influences personal biases and values in working with diverse clients and constituencies. | • Utilize journaling, or some other method of reflection, to record personal beliefs, or values, regarding clients/staff who may be different than me (age, gender, race, religious affiliation, orientation, color, cultural background, marital status, family structure, class, physical ability, etc.)  
• Reflect on how my beliefs/values impact my interaction with various clients |
## Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

- Discuss possible value conflicts/ biases/ blind spots with supervisor, Field Liaison, and peers during seminar class
- Identify client differences using a strengths perspective

### Advanced Integrated Practice Behaviors

<table>
<thead>
<tr>
<th>2.4</th>
<th>Demonstrate cultural humility while integrating an understanding of culture; experiences with historical, intergenerational, and racial trauma; as well as common trauma responses in individuals, families, groups, organizations, and communities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
<td>Integrate critical understanding of White supremacy; histories, epistemologies, and practices of colonization; and the lasting impacts of settler policies and practices in addressing persistent inequities and disparities in the Rocky Mountain West.</td>
</tr>
</tbody>
</table>

### Suggested Learning Activities / Tasks to Evaluate Mastery

- Using a specific case; be able to show how you make use of a trauma informed or anti-oppressive approach to practice.
- Develop and use assessment and intervention approaches in context of practicum that demonstrate inclusion and respect for difference.
- Be able to describe at least two specific cases in supervision or seminar.
- Identify culturally grounded and trauma informed approaches to practice relevant to the populations served by practicum organization.
- Prepare and present staff development training addressing examples of culturally grounded and/or trauma informed practice innovation relevant to agency.
- Attend trainings addressing historical trauma and effect on Indigenous communities. Identify specific histories of oppression related to practicum site (e.g. treatment of people with disabilities, mental illness, etc.).
- Participate in training for trauma-informed practice.

### Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Apply specific knowledge and skills from SW 511 HBSE II in context of practicum.
- Conduct an anti-racism organizational assessment and share findings with supervisor or practicum agency.
### Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Suggested Learning Activities / Tasks to Evaluate Mastery</th>
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</thead>
</table>
| 3.1 **Apply one's understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.** | • Familiarize yourself with current political events and their impacts on social issues and clients  
• Identify forms of oppression/discrimination on clients/populations and discuss with supervisor  
• Identify economic barriers to social services and care; discuss with supervisor  
• Identify institutional and systemic barriers to a client's progress and discuss with supervisor  
• Advocate for client access to services at agency, community, state and national level  
• Contact your elected officials to support/oppose harmful policies and legislation  
• Join and attend local, state, national coalition meetings  
• Attend a public hearing or organizational meeting focused on increasing social and economic justice  
• Develop professional relationships with advocacy organizations serving agency population  
• VOTE! Engage in voter outreach and education  
• Identify and review key concepts of social empowerment strategies  
• Demonstrate critical thinking and problem solving skills by finding potential solutions and discussing the same with supervisor, Faculty Field Liaison, and/or peers in practicum seminar |
| 3.2 **Engage in practices that advance social, economic, and environmental justice.** | • Familiarize yourself with current political events and their impacts on social issues and clients  
• Identify forms of oppression/discrimination on clients/populations and discuss with supervisor  
• Identify economic barriers to social services and care; discuss with supervisor  
• Identify institutional and systemic barriers to a client's progress and discuss with supervisor  
• Advocate for client access to services at agency, community, state and national level  
• Contact your elected officials to support/oppose harmful policies and legislation |
**Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

- Join and attend local, state, national coalition meetings
- Attend a public hearing or organizational meeting focused on increasing social and economic justice
- Develop professional relationships with advocacy organizations serving agency population
- VOTE! Engage in voter outreach and education
- Identify and review key concepts of social empowerment strategies

Demonstrate critical thinking and problem solving skills by finding potential solutions and discussing the same with supervisor, Faculty Field Liaison, and/or peers in practicum seminar

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<tr>
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</thead>
</table>
| 3.3 Integrate critical understanding of specific environmental, social, and economic justice issues affecting rural and Indigenous communities into justice-oriented practice. | - Become familiar with relevant data on poverty and economic inequality as it relates to practicum context.  
  - Include specific attention to poverty and economic justice in intervention planning.  
  - Identify a policy that addresses environmental, social, and economic issues affecting MT communities.  
  - Research specific policies affecting clients served by practicum; program and services available; and advocacy opportunities. |
| 3.4 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. | - Identify specific articles of Universal Declaration of Human Right relevant to practicum context.  
  - Use practicum case example 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 4: Engage in Practice-Informed Research and Research-Informed Practice**
## Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

<table>
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<tr>
<th>Practice Behavior</th>
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</thead>
</table>
| 4.1 Use practice experience and theory to inform scientific inquiry and research. | • Read professional journal articles relevant to clients served by the agency  
• Discuss with supervisor effective forms of intervention utilized with client population  
• Interview members of a treatment team for varying perspectives on practice and various models/approaches used.  
• Discuss specific cases with supervisor, including problem, proposed solution(s), proposed plan of action, and/or proposed measurable outcomes |
| 4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. | • Discuss evaluative tools utilized by agency  
• Compare evidence-based methods employed by the agency with methods being discussed in various classes. Discuss questions with supervisor, Faculty Field Liaison, and/or peers in practicum seminar |
| 4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery. | • Analyze and discuss evidence-based methods and evaluative tools utilized by agency  
• Discuss theories and perspectives utilized when working with clients and the effectiveness of them  
• Research evidence-based policies informing agency practice and client population; discuss with supervisor |

### Advanced Integrated Practice Behaviors

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<tr>
<th>Advanced Integrated Practice Behaviors</th>
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</table>
| 4.4 Integrate knowledge and skills of program evaluation (including Indigenous evaluation frameworks), critical participatory action research, and advocacy to address identified concerns of rural and Indigenous communities. | • Review professional literature related to best practices from a variety of 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 evaluations process used in the practicum. Review research to learn a variety of ways to evaluate practice in the particular context. Suggest possibilities for change as appropriate. |
Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

| 4.5 | Utilize multiple ways of knowing, including Indigenous and decolonizing methodologies, to inform research and practice. | - 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) |

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<tr>
<th>Competency 5: Engage in Policy Practice</th>
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<tr>
<th>Practice Behavior</th>
<th>Suggested Learning Activities / Tasks to Evaluate Mastery</th>
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<tbody>
<tr>
<td>5.1 Identify social policy at the local, state, federal and tribal level that impacts well-being, service delivery, and access to social services.</td>
<td>- Research and discuss laws/ current bill proposals that affect agency and client population; discuss with supervisor</td>
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<td>- Track legislative initiatives relevant to your agency’s client population</td>
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<tr>
<td>5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
<td>- Research specific policies that directly affect the well-being of client population</td>
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<td>- Discuss impact of policies on your clients and policy change ideas with supervisor</td>
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<td>- Identify relevant organizational and informational websites and online resources that provide social policy information relevant to your agency/ client population, or serve as clearinghouses for legislative issues</td>
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<td>- Research how one applies for social support services in your community, e.g. SSI/SSDI, SNAP benefits, TANF etc.</td>
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</tbody>
</table>
Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

| 5.3 | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. | • Attend and participate in community/state advocacy event and/or attend city council/county commissioner meetings in your community.  
• Attend NASW MT or other advocacy and lobbying days and meet with legislators regarding policy issues.  
• Attend policy conferences and trainings to learn about relevant policies affecting agency and population.  
• Write a letter to an elected official about a social policy affecting your client population. |

<table>
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<tr>
<th><strong>Advanced Integrated Practice Behaviors</strong></th>
<th><strong>Suggested Learning Activities / Tasks to Evaluate Mastery</strong></th>
</tr>
</thead>
</table>
| 5.4 | Apply frameworks for critical, anti-racist, and intersectional policy analyses, design, implementation, and evaluation that integrate a commitment to wellness, trauma-informed, culturally safe, and culturally grounded practices and policies. | • Study history of and apply critical, anti-racist, and/or intersectional frameworks to at least one social policy that directly affects practicum context.  
• Participate in agency committee work, public meetings, legislative subcommittees, inter-agency organizations, etc. that are addressing policy relevant to practicum, utilizing critical frameworks.  
• Identify specific individuals, groups, and organizations whose work directly affects clients, services, activities of your practicum. Arrange meetings with a sample of stakeholders to learn more about their work. Understand the ways they integrate a commitment to wellness, trauma-informed, culturally safe, and culturally grounded practices and policies.  
• Utilizing findings from a critical analysis to provide testimony; serve on inter-agency committee; provide staff development training; attend training; write letter to editor or to representatives.  
• Participate in at least one initiative that connects issues affecting your practicum to broader community/policy issues. This may involve attending meetings, providing testimony, supporting an action campaign, etc. |
| 5.5 | Demonstrate knowledge of the historic and contemporary significance of the Indian Child | • Apply specific knowledge from SW 532: ICWA to families, communities, and nations served by your practicum agency. |
### Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

| Welfare Act in decolonizing or Indigenizing practices with families, communities, and nations. |

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

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<thead>
<tr>
<th>Practice Behavior</th>
<th>Suggested Learning Activities / Tasks to Evaluate Mastery</th>
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</table>
| 6.1 **Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.** | • Understand developmental stages of client population/integrate this into assessment process  
• Practice using systems theory/strengths perspective  
• Utilize specific interventions to increase understanding of client in environment  
• Identify and discuss with supervisor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual)  
• Engage with and interview clients/families to determine strengths and challenges  
• Take notes and discuss personal/ethical/value dilemmas and blind spots with supervisor and reflect on how they influence work with clients  
• Treat all clients with respect and courtesy regardless of personal bias, and establish initial goals with the client/patient to ensure self-determination |
| 6.2 **Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.** | • Develop skills to build rapport/trust with clients  
• Seek feedback from supervisor about ways to build rapport and trust with clients  
• Review literature on rapport-building/interpersonal skills and practice applying concepts in practice  
• Engage in active listening with clients, colleagues, peers and others  
• Demonstrate ability to empathize and use appropriate interpersonal skills with clients |
Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

- Research and apply knowledge related to diversity to enhance client well-being
- Observe supervisor and others in their interactions with clients
- Identify areas of comfort and discomfort in client engagement and discuss in supervision
- Engage with and interview clients/families to determine strengths and challenges
- Treat all clients with respect and courtesy regardless of personal bias, and establish initial goals with the client/patient to ensure self-determination

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<tbody>
<tr>
<td>6.3 Apply critical understanding of positionality, intersectionality, cultural humility, and anti-racist principles to inform the engagement process.</td>
<td>• Make a list of specific engagement skills relevant to practicum context (engaging non-verbal children or adults; engaging neighborhood residents; engaging resistant clients) and document your critical understanding of positionality, intersectionality, cultural humility, and anti-racist principles. • Identify specific opportunities to practice the skills and further your understanding. • Engage in ongoing assessment of learning in supervision. • Identify informed sources relevant to practicum. • Participate in agency, inter-agency, and community opportunities to enhance culturally-informed practice – e.g. cultural committees, trainings, community consortiums, etc.</td>
</tr>
<tr>
<td>6.4 Implement culturally grounded and trauma-informed principles of engagement with clients and client systems that reflect understanding of and sensitivity to multiple</td>
<td>• Use case study to show how you are able to practice from a culturally grounded and trauma-informed perspective in context of practicum.</td>
</tr>
</tbody>
</table>
Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

forms of trauma, including historical, intergenerational, racial, and secondary trauma.

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

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<tr>
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<tbody>
<tr>
<td>7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</td>
<td>• Maintain accurate, respectful and professional written client records (as appropriate)</td>
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<td>• Seek feedback from supervisor or other staff with regards to documentation</td>
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<td>• Become familiar with different assessment tools and the strengths/limitations of each tool</td>
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<td>• Do family genogram/Eco map after completing assessment</td>
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<tr>
<td>7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituents.</td>
<td>• Understand developmental stages of client population/integrate this into assessment process</td>
</tr>
<tr>
<td></td>
<td>• Practice using systems theory/strengths perspective</td>
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<tr>
<td></td>
<td>• Utilize specific interventions to increase understanding of client in environment</td>
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<tr>
<td></td>
<td>• Identify and discuss with supervisor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual)</td>
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<tr>
<td></td>
<td>• Engage with and interview clients/families to determine strengths and challenges</td>
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<td></td>
<td>• Observe client assessment and write/organize/interpret client data</td>
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<td>• Develop a written assessment of client that includes client’s strengths and weaknesses</td>
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<tr>
<td>7.3 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the clients and constituencies.</td>
<td>• Discuss intervention strategies in practicum seminar</td>
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<td>• Collaborate with a client or client system and develop appropriate intervention plan</td>
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<td>• Monitor clients’ progress toward goals</td>
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</table>
### Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

- Research and illustrate knowledge of planned change processes, including assessment and planning, as may be appropriate at either the micro, mezzo, or macro level

### Advanced Integrated Practice Behaviors

<table>
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<tr>
<th>7.4</th>
<th>Critically examine assessment tools and processes for inherent biases and advocate for use of anti-racist principles and intersectional experiences to guide assessment processes.</th>
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<tr>
<td></td>
<td>- Critically examine assessment tools and processes, and complete comprehensive, strengths-based, bio-psycho-social-spiritual or Just Practice assessments.</td>
</tr>
<tr>
<td></td>
<td>- If utilizing the DSM, discuss with supervisor the potential for bias in the assessment process. Work with clients to identify DSM diagnosis, goals for treatment, and interventions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.5</th>
<th>Incorporate a teaching-learning approach when conducting trauma-informed assessments that consider the contexts, histories, experiences, and effects of trauma and works collaboratively with clients to assess for risks, strengths, and protective factors.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Document ways in which you involved clients/stakeholders in a teaching-learning process.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Suggested Learning Activities / Tasks to Evaluate Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td><strong>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</strong></td>
</tr>
<tr>
<td></td>
<td>- Develop a mutually agreed upon focus of work and goals and objectives for clients</td>
</tr>
<tr>
<td></td>
<td>- Empower clients to identify and work on specific achievable goals</td>
</tr>
<tr>
<td></td>
<td>- Utilize appropriate interpersonal skills with clients</td>
</tr>
<tr>
<td></td>
<td>- Facilitate a support group or psycho educational group</td>
</tr>
<tr>
<td>Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>8.2</strong> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
<td></td>
</tr>
<tr>
<td>• Research and illustrate knowledge of planned change processes, including intervention and termination, as may be appropriate at either the micro, mezzo, or macro level</td>
<td></td>
</tr>
<tr>
<td>• Analyze and/or acquire evidence-based methods being utilized within the agency</td>
<td></td>
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<tr>
<td>• Utilize specific interventions to increase understanding of client in environment</td>
<td></td>
</tr>
<tr>
<td>• Facilitate a support group or psycho educational group</td>
<td></td>
</tr>
<tr>
<td>• Identify and discuss with supervisor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual)</td>
<td></td>
</tr>
<tr>
<td><strong>8.3</strong> Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</td>
<td></td>
</tr>
<tr>
<td>• Engage in multi-disciplinary and inter-professional teams and staff cases with colleagues</td>
<td></td>
</tr>
<tr>
<td>• Seek feedback from supervisor and other professionals to learn about effective interventions and best practices to use with client population</td>
<td></td>
</tr>
<tr>
<td>• Collaborate with other professionals/ agencies as appropriate to connect client to services</td>
<td></td>
</tr>
<tr>
<td><strong>8.4</strong> Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>• Connect client to community resources</td>
<td></td>
</tr>
<tr>
<td>• Maintain communication/follow up with client re-outcomes and potential success</td>
<td></td>
</tr>
<tr>
<td>• Determine commonly used resources for clients and most effective referral process</td>
<td></td>
</tr>
<tr>
<td>• Attend and participate in community, state, federal advocacy events (e.g. city council hearing, legislative lobby days)</td>
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</tr>
<tr>
<td><strong>8.5</strong> Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
<td></td>
</tr>
<tr>
<td>• Review client progress throughout termination phase</td>
<td></td>
</tr>
<tr>
<td>• Prepare client for final sessions</td>
<td></td>
</tr>
<tr>
<td>• Research and illustrate knowledge of planned change processes, including intervention and termination, as may be appropriate at either the micro, mezzo, or macro level</td>
<td></td>
</tr>
</tbody>
</table>
**Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

<table>
<thead>
<tr>
<th>Advanced Integrated Practice Behaviors</th>
<th>Suggested Learning Activities / Tasks to Evaluate Mastery</th>
</tr>
</thead>
</table>
| 8.6 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 honors their knowledge, experience, and expertise. | • Work with clients to identify and implement strength-based strategies for change.  
• Document ways in which you involved clients/stakeholders in planning and decision-making. Describe how their input informed action.  
• Identify the specific social work roles that you draw on in collaborative processes at your practicum. Use supervision to assess your skills development related to at least three social work roles.  
• Facilitate community outreach efforts around the identified social problem your agency attempts to address  
• Document ways in which you use clinical skills while interacting with community stakeholders |
| 8.7 Advocate for the advancement of 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. | • Participate in community forums (ex. local needs assessments, city council meetings) to advocate for advancement of trauma-informed systems of care related to the issues addressed by your practicum agency and document themes to share with agency staff. |
Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

- 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 effectiveness of collaboration. Provide recommendations based on results.

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

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Suggested Learning Activities / Tasks to Evaluate Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Select and use appropriate methods for evaluation of outcomes.</td>
<td>• Review evaluation and data collection tools/methods used at agency</td>
</tr>
<tr>
<td></td>
<td>• Evaluate assessments/data collection and intervention practices during supervision</td>
</tr>
<tr>
<td></td>
<td>• Research and illustrate knowledge of planned change processes, including evaluation and follow-up, as may be</td>
</tr>
<tr>
<td></td>
<td>appropriate at either the micro, mezzo, or macro level</td>
</tr>
<tr>
<td></td>
<td>• Integrate research course work into practicum learning</td>
</tr>
<tr>
<td>9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
<td>• Identify and discuss with supervisor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual)</td>
</tr>
<tr>
<td></td>
<td>• Apply strength perspective in evaluation process and review of outcomes</td>
</tr>
<tr>
<td></td>
<td>• Integrate research course work into practicum learning</td>
</tr>
<tr>
<td>9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</td>
<td>• Evaluate assessment/data collection/intervention practices with supervisor</td>
</tr>
<tr>
<td></td>
<td>• Review client files to determine progress toward goals</td>
</tr>
</tbody>
</table>
## Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>9.4</th>
<th>Apply evaluation findings to improve effectiveness at all levels and contexts of practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Follow up with client after termination to determine client outcomes and potential success</td>
</tr>
<tr>
<td></td>
<td>• Develop agency survey to assess success of services provided/client outcomes and present to supervisor/agency staff</td>
</tr>
<tr>
<td></td>
<td>• Develop and implement organizational assessment</td>
</tr>
</tbody>
</table>

### Advanced Integrated Practice Behaviors

<table>
<thead>
<tr>
<th>9.5</th>
<th>Engage in critical self-evaluation and evaluation of practice to further goals of anti-racist, anti-oppressive practices that disrupt coloniality.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Identify specific ways to gather and include client/stakeholder feedback to inform an anti-racism organizational assessment. Prepare a summary of findings that can be shared with staff and/or supervisor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.6</th>
<th>Demonstrate ability to engage in collaborative, knowledge building, and empowering processes where those most affected/impacted are meaningful stakeholders in the decision-making and change efforts.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Identify specific ways to gather and include client/stakeholder feedback to inform decision-making and change efforts (e.g., surveys, interviews, etc.).</td>
</tr>
<tr>
<td></td>
<td>• Identify possibilities for integrating participatory approaches into your agency’s evaluation process</td>
</tr>
</tbody>
</table>

## 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 the Rocky Mountain West.

<table>
<thead>
<tr>
<th>10.1</th>
<th>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 the Rocky Mountain West.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Incorporate knowledge of unique community factors, characteristics or initiatives into agency assessments and/or interventions.</td>
</tr>
<tr>
<td></td>
<td>• Research effective strategies for activism and advocacy and its implications for local, regional and global practice.</td>
</tr>
</tbody>
</table>
## Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>10.2</th>
<th>Demonstrate capacity to facilitate critical dialogue around diversity, equity and inclusion.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• Facilitate a community change process that takes into account power relations.</td>
</tr>
<tr>
<td></td>
<td>• Facilitate a dialogue process around diversity, equity, and inclusion at your practicum or in the community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10.3</th>
<th>Demonstrate ability to bring a social justice perspective to interprofessional settings.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Participate in inter- and intra-agency leadership team meetings.</td>
</tr>
<tr>
<td></td>
<td>• Assume leadership roles (e.g., leading a task force, facilitating community engagement sessions) to promote quality social services in interprofessional settings.</td>
</tr>
</tbody>
</table>
**UM-MSW Program Advanced Integrated Practice Competency 1:** Apply knowledge and skills of integrated practice to work with individuals, families, groups, organizations, and communities

<table>
<thead>
<tr>
<th>Practice Behaviors &amp; UM Advanced Practice Behaviors (APB)</th>
<th>Learning Activities and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>UM APB 1.1: Demonstrate ability to integrate direct practice and community building skills in assessment and intervention.</td>
<td>Incorporate knowledge of unique community factors, characteristics or initiatives into agency assessments and/or interventions.</td>
</tr>
<tr>
<td>UM APB 1.2: Demonstrate ability to utilize a range of evaluation approaches to capture multiple dimensions of the intervention process and outcome.</td>
<td>Incorporate elements of both micro and macro practice into service delivery to best serve the population accessing services. Identify possibilities for integrating participatory approaches into your agency’s evaluation process.</td>
</tr>
</tbody>
</table>

**UM-MSW Program Advanced Integrated Practice Competency 2:** Apply various forms of leadership to support collaborative, interdisciplinary relationships and active participation of community members in addressing needs of and opportunities for individuals, families, groups, and communities

<table>
<thead>
<tr>
<th>Practice Behaviors &amp; UM Advanced Practice Behaviors (APB)</th>
<th>Learning Activities and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>UM APB 2.1: Demonstrate knowledge and skills of leadership in engaging in organization, community, or policy change process.</td>
<td>Research and incorporate leadership models and skills necessary to create change.</td>
</tr>
<tr>
<td>UM APB 2.2: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td>Assume leadership roles to promote quality social services. Participate in inter- and intra-agency leadership team meetings.</td>
</tr>
</tbody>
</table>
**UM-MSW Program Advanced Integrated Practice Competency 3:** Demonstrate understanding of key social, political, and economic challenges facing communities of the Rocky Mountain West, intersection with global concerns, and implications for social work.

<table>
<thead>
<tr>
<th>Practice Behaviors &amp; UM Advanced Practice Behaviors (APB)</th>
<th>Learning Activities and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UM APB 3.1:</strong> Identify specific issues and challenges related to your arena of social work practice in a rural context.</td>
<td>Research social work issues related to Montana, including American Indian topics (historical trauma, tribal history and sovereignty, cultural competency, cultural resilience), and rural health care; technology access</td>
</tr>
<tr>
<td><strong>UM APB 3.2:</strong> Demonstrate ability to link specific local issues to global trends and forces that may affect context of practice.</td>
<td>Research current global events impacting social justice and relate to specific local issues and implications for practice</td>
</tr>
<tr>
<td><strong>UM APB 3.3:</strong> Demonstrate knowledge of advocacy and activism at the local, regional, and global levels relevant to your arena of practice.</td>
<td>Research effective strategies for activism and advocacy and its implications for local, regional and global practice</td>
</tr>
<tr>
<td><strong>UM APB 3.4:</strong> Demonstrate an awareness of how injustices in Indian Country manifest themselves in social service systems and how such injustices may be redressed.</td>
<td>Use knowledge of American Indian topics (historical trauma, tribal history and sovereignty, cultural competency, cultural resilience) to inform practice</td>
</tr>
</tbody>
</table>
Employment Based Practicum (EBP) Guidelines

As a core component of the social work curriculum, the practicum experience is intended to challenge students to apply new knowledge and develop core competencies in a field setting. Consequently, practicums at a student’s existing site of employment can only happen after prior discussion with and approval of the Director of Field Education to ensure specific criteria are met.

DOES MY EMPLOYMENT SITUATION QUALIFY FOR AN EMPLOYMENT-BASED PRACTICUM?

☐ I AM WORKING AT A SOCIAL SERVICE AGENCY THAT MEETS ALL THE REQUIREMENTS OF THE SOCIAL WORK PRACTICUM PROGRAM.

☐ I HAVE WORKED AT THIS AGENCY FOR MORE THAN 6 MONTHS AND/OR HAVE MADE IT THROUGH MY PROBATIONARY PERIOD.

☐ I HAVE DISCUSSED AN EBP WITH MY AGENCY AND SUPERVISOR AND HAVE THEIR SUPPORT.

☐ MY AGENCY/ SUPERVISOR AGREES TO SUBMIT A LETTER OF SUPPORT.

☐ PRACTICUM EXPERIENCES ARE EDUCATIONALLY FOCUSED AND MEET ALL REQUIREMENTS OF THE SOCIAL WORK PROGRAM AS INDICATED IN THE LEARNING AGREEMENT.

☐ MY PRACTICUM ROLE AND TASKS ARE SEPARATED FROM MY NORMAL EMPLOYMENT TASKS AND PROVIDE ME WITH A DISTINCT AND DIFFERENT SET OF LEARNING OPPORTUNITIES AND EXPERIENCES.

☐ MY PRACTICUM TASKS OCCUR DURING A CONSISTENT AND REGULAR WEEKLY SCHEDULE, E.G. PRACTICUM HOURS HAPPEN EVERY MONDAY 8-5PM.

☐ THE SUPERVISION OF PRACTICUM TASKS WILL BE SEPARATE FROM MY EMPLOYMENT TASKS AND ONE OF THE FOLLOWING OPTIONS WILL APPLY:

1. The agency can assign a separate supervisor with a BSW (for BSW students) or MSW (for BSW/MSW students).
2. The School of Social Work can provide an outside supervisor in situations where there is not an additional BSW/MSW at the agency to supervise practicum tasks.
3. The student and work supervisor may submit a supervision plan indicating how practicum supervision will be separate from employment supervision.

☐ I HAVE COMPLETED BOTH THE PRACTICUM APPLICATION AND THE EBP APPLICATION IN MY SONIA ACCOUNT PROVIDING A DESCRIPTION OF CURRENT EMPLOYMENT
RESPONSIBILITIES AND DISTINCT PRACTICUM RESPONSIBILITIES PLUS A WEEKLY PRACTICUM SCHEDULE AND PROPOSED SUPERVISION PLAN.

If above criteria apply to your situation, please follow the steps outlined below:

1) Contact the Director of Field Education as soon as possible and arrange a meeting/call to discuss the feasibility of an EBP at student’s current employment site.
2) If preliminary approval is granted, students have to complete the EPB Application via their personal Sonia account. Applications are due at least one month prior to the start of practicum.
3) As stated above, approval for an EBP requires a letter of support from the student’s employer identifying the structures in place to separate job tasks from practicum tasks, and both a current job and proposed practicum description are required.
4) Director of Field Education will review EBP application, contact employer for clarification if necessary, and inform student of final decision.
Social Work Field Education
Affirmation and Acknowledgement of Risk

I, ________________________, affirm that I have read the UM School of Social Work (UMSSW) Student Handbook and Practicum Manual and understand the nature of social work practicum involving regular engagement in on-site, in-person practicum activities in a social service setting.

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 has been available to more fully explain to me the nature and physical demands of this activity and the inherent risks, hazards, and dangers associated with this activity.

I acknowledge that there are certain risks inherent in my participation in this practicum, including, but not limited to risks arising from:

- Driving to and from the practicum site, or while in the course of practicum activities;
- Unpredictable or violent behavior of certain client populations served by the practicum site;
- Exposure to infectious diseases, including tuberculosis or other airborne pathogens (e.g., COVID-19), and hepatitis, HIV or other bloodborne pathogens.

I certify that I have completed the free World Health Organization (WHO) course on Six Ways to Protect Yourself from COVID-19 and uploaded my Certificate of Participation to this form.

I acknowledge that all risks cannot be prevented and could result in my bodily injury, up to and including death, and 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 represent that I am otherwise capable, with or without accommodation, to participate in this practicum.

Should I require emergency medical treatment as a result of accident or illness arising during the practicum, I consent to such treatment. I acknowledge that the University of Montana does not provide health and accident insurance for practicum participants and I agree to be financially responsible for any medical bills incurred as a result of emergency or other medical treatments. I will notify my Agency Field Instructor (AFI) if I have medical conditions about which emergency personnel should be informed.

I certify that I understand and will follow safe practices as set by our state and federal government, UM Administration, the UMSSW, and my Practicum Site.

I acknowledge that participation in this activity is purely voluntary, no one is forcing me to participate, and I elect to participate in spite of and in full knowledge of the inherent risks.

I have 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 acknowledgement.
of risk. I assume my own responsibility of physical fitness and capability to perform the activities involved in any one of the following social work practicum courses and/or sections: SW 495, SW 586, SW 587, SW 588, SW 589. I understand if I have any question as to whether a physical or medical condition would prevent my full participation in any of the abovementioned courses, I should approach the UMSSW Director of Field Education, the course instructor or the University Office of Disability Services for Students who will discuss possible accommodations.

I, ________________, (Print Name) have executed this affirmation and acknowledgement on this DATE: _.

__________________________
Signature
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 Disability Services for Students website: https://www.umt.edu/dss/default.php. Students who require accommodations are strongly encouraged to contact DSS office at (406) 243 - 5330 or email dss@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: _________________________

Printed Name: _______________________________
Works Cited


MEMORANDUM OF UNDERSTANDING OF ROLES AND RESPONSIBILITIES
Criteria for Agency Participation and Agency Instructors
University of Montana
School of Social Work

Last reviewed 7/21

<table>
<thead>
<tr>
<th>Date</th>
<th>____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>____________________</td>
</tr>
<tr>
<td>Agency</td>
<td>____________________</td>
</tr>
<tr>
<td>Agency Field Instructor</td>
<td>____________________</td>
</tr>
</tbody>
</table>

**Criteria for Agency Participation**
- assign activities to students which meet the educational goals and objectives of the practicum and the University of Montana’s BSW or MSW program.
- provide educationally directed field supervision through the designation of an on-site field instructor who will provide regular and ongoing supervision for at least one hour of one-to-one contact per week
- allow the Agency Field Instructor time to write evaluations and attend field training, and student site visits
- provide space for the student, including access to a desk, telephone and computer if necessary

**The Director of Field Education Agrees To:**
- assume responsibility for the overall direction and coordination of the practicum
- screen student applicants and assess their readiness for practicum
- assist students and agencies in the placement process
- provide guidelines for evaluation of the student
- provide orientation and training for agency field instructors
- be available to students, agencies and field liaisons 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

**The Assistant Director of Field Education Agrees To (Applicable to BSW Students):**
- 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 in regard to questions, resources, and suggestions for learning opportunities

THE FIELD LIAISONS AGREE TO:

• 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 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 in regard to questions, resources, and suggestions for learning opportunities

THE AGENCY FIELD INSTRUCTOR AGREES TO:

• provide a minimum of one hour per week of direct supervision to the student
• orient new students to agency structure and function, student responsibilities, policies and procedures, and commonly used community resources
• 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, 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 Disability Services 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 Instructor training

THE STUDENT AGREES TO:

• 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
• 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 from 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 if any questionable professional practices within the agency
• complete an evaluation of the practicum experience at the end of the semester

MSW STUDENTS ONLY -- OUTSIDE MSW SUPERVISOR (IF NEEDED) AGREES TO:
• provide bi-weekly one-to-one direct supervision to the student
• work collaboratively with Agency Field Instructor and Director of Field Education
• provide guidance to student in developing a Learning Agreement to structure the practicum experience
• follow procedures outlined in the UM BSW and MSW practicum manual
• monitor student performance by providing feedback regularly to the student
• may attend end of semester evaluations

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

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

Student’s signature ___________________________ Date ________

Agency Field Instructor’s signature ___________________________ Date ________

Field Liaison signature ___________________________ Date ________

Director or Asst. Director of Field Education ___________________________ Date ________
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 disruption to students’ social work field placements due to 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 to not attend their field placement, or if safety concerns warrant a temporary disruption in field placement, students should immediately consult with BOTH their UMSSW Field Liaison and their Agency Field Instructors (AFIs).

In efforts to fulfill the 450 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 field placement stoppage continues beyond a 30-day period, a review will be conducted by the UMSSW Field Education Program 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 in the event of 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.

- **Trainings for Agency:** develop trainings 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/brochures (ex- explain 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 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, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.

- **Complete online trainings:** complete assigned trainings/ webinars and provide a certification of completion and/or a short written reflection and/or prepare a presentation to disseminate knowledge gained.
  
  o Talk to your AFI about recorded webinars they have available in relation to your practicum population/ focus
  o 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](http://health.umt.edu/ccfwd/training/default.php)
  o Listen to the social work podcasts/ Ted Talks relevant to social work practice and social justice issues: [http://socialworkpodcast.blogspot.com/](http://socialworkpodcast.blogspot.com/)

Agency Field Instructors may come up with other activities or trainings, in addition to the ones listed on this page. **All activities should be pre-approved by the students agency supervisor.**

**Confidentiality and the Use of Technology**

All students must comply with relevant laws, regulations, ethical standards, and organizational policies to ensure the confidentiality of clients. 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 when making outgoing calls, through your phone’s settings.
• Position web cameras so that others can only see your face—all visible confidential data should be removed from camera view.
• Conduct all sensitive conversations in a private space. Be mindful of the potential for family members or bystanders to overhear any portion of your discussions.

**Field Education Strategies for Remote Competency Development**

**Competency 1: Demonstrate Ethical and Professional Behavior**

• Appropriate and timely use of email, virtual supervision, and communication during uncertain times
• Develop new workplan, including due dates, for written products to be submitted to field instructor while working remotely
• Select a standard in the NASW Code of Ethics. Reflect in writing on differences or points of tension between the Code and agency policy/procedure and/or services.
• Read literature on the Code of Ethics and write a summary about how it applies to social work practice
• Review ethics-related case study identified by AFI or field faculty, OR reflect on personal experience regarding ethical quandary in field and respond in writing to factors that must be considered
• Review history of NASW Code of Ethics. Reflect on its evolution to address gaps. Identify specific areas where gaps remain
• Review an ethical decision making model (sample: [https://www.naswma.org/page/100/Essential-Steps-for-Ethical-Problem-Solving.htm](https://www.naswma.org/page/100/Essential-Steps-for-Ethical-Problem-Solving.htm)) and use this to analyze an ethical dilemma from your agency
• Identify Ted Talks, YouTube video’s and podcasts related to social work practice. Write about personal reactions and how your learning applies to agency ethical and professional practice

**Competency 2: Engage Diversity and Difference in Practice**

• Utilize self-reflection to think about personal identities and biases may show up in practice
• Apply a diversity and difference in practice lens through research and writing to current projects
• Read and write a reflection on current literature related to diversity and difference
• Write a reflection looking at how your own intersecting identities impact your work and relationships within the field agency and with client/community groups being served
• Review the NASW Code of Ethics standards related to oppression, discrimination and marginalization. Suggest improvements
• In writing, identify the unique cultural composition of the client population served by the agency. Identify ways in which the agency meets the needs of the client population and identify how this could be improved
• Research, identify, and complete an online training focused on a population served by the agency. Identify how this information could be used to better advocate for the needs of this population in practice
• Identify Ted Talks, YouTube video’s and podcasts related to social work practice. Write about personal reactions and how your learning applies to diversity and difference in practice

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

• Complete writing assignment about strategies that promote social justice and human rights considering agency mission and practice
• Create list of ways the agency could advocate for social, economic, environmental justice and human rights in the agency’s work
• Review advocacy agency website that you would like to learn more about and write a summary of how their work could impact the work completed by your agency
• Research a human rights issue of interest and write a summary how human rights organizations are working to ameliorate the condition
• Identify Ted Talks, YouTube video’s and podcasts related to social work practice. Write about personal reactions and how your learning applies to advancing human rights

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

• Research and write evaluation of articles that inform agency’s practice
• Continue research pertaining to current projects
• Develop focus group question or survey instruments related to a need in the agency
• Develop research questions that emerge from work with the client system and agency setting. Discuss with AFI and or Field Faculty member and identify resources that inform (or answer) the research question.

**Competency 5: Engage in Policy Practice**

• Explore local, state and federal policies that impact organization and/or the affected community, write summary
• Write a policy brief
• Write a letter to the editor about a policy issue impacting your agency
• Complete an analysis of a political candidate’s plans for policy change
• Read social work voting toolkit (https://votingissocialwork.org/#) and develop a plan for implementation within the agency

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

• Attend virtual meetings
• Reflect in writing about how personal experiences, beliefs and identities impact your relationships in field
• Plan and participate in remote meeting, support group, or other intervention
• Review literature related to culture and cultural humility and write about how it impacts your work in the agency and how services are delivered

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

• Research assessment instruments used by agencies who offer similar services
• Create an assessment instrument (survey, focus group questions, interview questions) to better understand community/client needs
• Review case study for strengths, challenges and systemic factors impacting the clients and/or client group

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

• Review effectiveness of evidence-based practice models and discuss ways that model could be implemented in field placement agency
• Review case study for strengths, challenges and systemic factors impacting the intervention and or implementation of the intervention

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

• Assess agency process for seeking client feedback and make recommendations for improvement
• Review literature on termination of relationships within the workplace setting (with agency staff, community partners, clients, etc.)
• Think about and plan discussions for terminations with task groups, community members/clients, and agency staff considering current circumstances
• In writing, identify the structures in place for evaluating the agency’s outcomes. Compare and contrast this evaluation mechanism with structures in place for similar agencies (in other counties, states, countries).
COVID and Classroom Safety

For any in-person class meetings, all students and faculty are expected to adhere to the following safety requirements:

- Mask use is required within the classroom
- Each student is provided with a cleaning kit. The expectation is that students will clean their personal work space when they arrive for class, and before they leave the classroom
- Classrooms may have one-way entrances / exits to minimize crowding
- Students should be discouraged from congregating outside the classroom before and after class
- Specific seating arrangements will be used to ensure social distancing and support contact tracing efforts
- Class attendance will be recorded to support contact tracing efforts
- Drinking liquids and eating food is discouraged within the classroom (which requires mask removal)
- Information on the nearest “refill” stations for cleaning supplies/hand sanitizer if applicable
- If the class is being recorded, students must be notified of the recording
- Stay home if you feel sick and/or if exhibiting COVID-19 symptoms
- If the student is sick or displaying symptoms, please contact the Curry Health Center at (406) 243-4330
- Up-to-Date COVID-19 Information from the University of Montana
  - UM Coronavirus Website: https://www.umt.edu/coronavirus
- Strongly encourage students to remain vigilant outside the classroom in mitigating the spread of COVID-19
Letter to Students Concerning COVID-19 for Autumn 2020 Semester

BSW and MSW Students,

I hope this message finds you well. The staff and faculty of the School of Social Work have had you in our minds and in our hearts at this difficult time. We have been working since Spring Break on planning for the fall semester collaboratively with UM and the great MUS System (See communications from UM and MUS). We know how stressful “classroom” learning has been in a pandemic. I want to assure you about a few things:

- All social work classes (BSW, MSW, electives) will start, and likely continue to be remote this semester. I say, “start” because the circumstances are so dynamic. They could get better, but it’s likely they will get worse. We will adjust as needed with your continued input.
- Classes designated as “online” will be asynchronous as they already would have been, other classes will be synchronous, on Zoom, with some asynchronous learning (flipping the classroom). See individual instructors for class plans.
- We realize that many of you will have individual circumstances relative to the Covid-19 pandemic (immune system concerns for you and / or loved ones, family needs, child care, travel needs, many other potential concerns). We will address all of them as needed. I am confident we can do so for all of you, as needed.
- No one will be forced by the School of Social Work to come to an in-person class this semester if you have Covid-19 concerns, and like I said, I don’t think there will be much happening in person at all aside from optional activities or perhaps, a practice class in which students and the instructor agree to safely come together. Again, if this is the case and you can’t do this, we will adapt and there will be another option for you. ***Also see previous communications from UM on the website for details about Covid-19 safety protocols and procedures.
- We will be contacting you soon about our safety protocols for the Social Work main office.
- Please contact me, Interim MSW Director - Janet Finn, BSW Director - Deanna Cooper, Director of Field Education – Kat Werner, and individual instructors as needed. I would recommend doing so sooner than later if concerns arise. This will ensure timely and accurate information is shared and that your learning needs will be met.

Finally, all of us at the school realize how stressful times are right now, not just due to the pandemic, but racial, political, social, economic issues and more. Social workers are needed more now than ever. Thus, it’s essential that through the connection between teaching and learning we will have a successful semester. We will do so, together. Please take care!

Jim

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James C. Caringi, Ph.D
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