

Overview of Generalist Approach to Social Work

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

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

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

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

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

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

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

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



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

Name: _____ Faculty Advisor: _____

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

The Social Worker Committed to Integrated Practice

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

Individual Learning Goals:

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

⇒ _____

⇒ _____

⇒ _____



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

Concentration Year Practicum Sites: Identify your top 3 placements (or areas of practice) for concentration year practicum that would support your learning goals.

1. _____
2. _____
3. _____

Practicum Activities (Recommended): Start a list of skills and knowledge which you seek to gain. When creating your Practicum Learning Agreement review the list and consider including practicum activities that will support you in meeting your individualized learning goals.

Elective Courses: Consider which elective courses would support your personal and professional growth (9 Credits, document if Planned, Completed, or In Progress)

- 1) _____
- 2) _____
- 3) _____
- 4) _____

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

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

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

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

Course	Credits	Semester/ Year	Grade
SW 500: Orientation	1		
SW 505: Foundations of SW Practice	2		
SW 510: Hum Behav Soc Eenvt I	3		
SW 511: Hum Behav Soc Eenvt II	3		
SW 515: Practice w/ Indiv & Families	3		
SW 520: SW Research Methods	3		
SW 521: Advanced Research	3		
SW 525: Practice w/ Groups & Communities	4		
SW 530: History of Social Policy	3		
SW 531: Methods of Social Policy Analysis	3		
SW 532: Indian Child Welfare Act	1		
SW 535: Advanced Integrated Practice	4		
SW 545: Organizational Leadership	3		
SW 576: Generalist Seminar I	1		
SW 577: Generalist Seminar II	1		
SW 578: Specialization Seminar I	1		
SW 579: Specialization Seminar II	1		
SW 586: Generalist Practicum I	2		
SW 587: Generalist Practicum II	2		
SW 588: Specialization Practicum I	3		
SW 589: Specialization Practicum II	3		
SW 593: Professional Portfolio (R* to 2 cr)	1		
	51		

**R = repeatable*

Electives (9 credits total required)

	60		

**Montana Board of
Behavioral Health**
Phone: 406-841-2300
E-Mail: dlibsdbbh@mt.gov Website: www.bbh.mt.gov

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. [[MCA37-23-202\(3\)](#)]
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 check. If you submit a paper application you must submit a check. Do not mail cash.

- \$200 application fee



MSW Field Placement – Orientation Checklist

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

Introductions & Orientation

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

Organization Overview

Student

- Review the organization's staffing patterns and roles, services offered, populations served and funding sources.
- Review the agency mission, organizational chart, policies, procedures, and program budget overview.
- Find the answers to the following: What is this organization's purpose? Who does it serve and who is eligible for services? What is the role of a social worker? What is the role of the social work student? What is the community context for this work? How is the agency funded?

Student:

Agency & AFI:

Date:

- Have your Agency Field Instructor help you identify other people in the organization who they believe would be good for you to get to know or interview.
- Consider creating a map that illustrates how people flow through the organization and begin to picture your role – where you are in the picture – and who you might need to learn more about.
- Ask your AFI about readings or materials to review that would be relevant to the field placement.

Organizational Culture & Agency Norms

Student

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

Field Placement Logistics: Supervision, Meetings & Documentation

Student

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

The University of Montana

Social Work Practicum Checklist

→ Before Interview

- Update resume & 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



GETTING THE MOST OUT OF SUPERVISION

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

SUGGESTED TOPICS FOR SUPERVISION (Administrative, Educational, Supportive)

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



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

SAMPLE SUPERVISION AGENDA

Supervision Agenda (Date):

Questions I Have (Supportive; Educational; Administrative):

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

Particular Cases or Projects (Consider bringing relevant materials):

Integration of Course Materials:

Review Learning Agreement/ Social Work Competencies:

Goals and Objectives for next week:

Decisions and Plans Made:

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

1. What is the Learning Agreement and why do I need it for my practicum?

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

year MSW students (generalist year) will focus on the nine core competencies and behaviors as created by CSWE. The learning agreement for second year MSW students (specialization year) will focus on UMSSW program specific and enhanced behaviors.

2. How to get started

Step 1:

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

Step 2:

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

Step 3:

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

Step 4:

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

Step 5:

Consider feeding two birds with one seed aka using some of your course work for your practicum! **Go to your class syllabi** and look through them: Are you being asked to do a

policy analysis in your papers? Do you have a research assignment in one of your classes?
If so, double dip.

Step 6:

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

Step 7:

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

3. Turning the Learning Agreement into a meaningful tool

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

4. Learning Agreement and end of semester evaluations

- Your AFI will evaluate your performance twice during the two semesters of practicum: at the end of your first semester (roughly around 225 hours) and at the end of your second semester (when you have reached the required 450 hours).
- The evaluation is based on your performance and completion of the practicum activities identified in your BSW/MSW Learning Agreement (which addresses CSWE's core competencies and the related practice behaviors; in the MSW Concentration Year there are additional practice competencies specific to UM's Advanced Integrated Practice curriculum).

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

5. Learning Agreements and SONIA

- You will complete your learning agreement through your online Sonia account (located in the FORMS tab) by the fourth week of the semester.
- You can print a hard copy from Sonia (print in landscape mode). Changes made on the hard copy need to also be made in Sonia.
- Once you have completed the first draft, the learning agreement is then submitted via Sonia to your AFI for review and approval.
- **SAVE the document regularly! SUBMIT when initial draft is done! Saving the document does not pass it on to your AFI – it has to be submitted!**
 - If the AFI approves, the learning agreement is sent to the Field Liaison.

- If the AFI does not approve and/or suggests changes, you should visit with your AFI in person and discuss what additional learning opportunities you might want to include in the learning agreement before submitting it again.
- Once your learning agreement has been approved by your AFI, it is submitted via Sonia to the field liaison for final approval.
- The approval process is similar for the semester 1 and semester 2 evaluation

University of Montana School of Social Work

BSW/ MSW Generalist Year Learning Agreement & Evaluation

Learning Agreement Purpose Statement:

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

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

Rating Scale:

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

Competency 1: Demonstrate Ethical and Professional Behavior

	Behaviors:	Suggested Learning Activities / Tasks to Evaluate Mastery
1.1	<p>Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.</p>	<ul style="list-style-type: none"> • Discuss NASW Code of Ethics with supervisor • Discuss agency policies and how they fit with the NASW Code of Ethics • Apply ethical-decision making model to work through a situation that presents an ethical dilemma; discuss in supervision • Discuss with other agency professionals how they deal with ethical dilemmas • Review and discuss additional ethical or governing policies which may impact service delivery at the agency (i.e. agency policies, HIPPA/FERPA guidelines, SSI/SSDI, TANF, SNAP etc.) • Review and discuss UM's IRB process if applicable to practicum context.
1.2	<p>Demonstrate professional behavior; appearance; and oral, written, and electronic communication.</p>	<ul style="list-style-type: none"> • Dress according to agency policy • Discuss appropriate roles and boundaries of a practicum student with supervisor and other agency staff • Give a presentation at a staff meeting or community event (in person or virtual) • Use professional language (verbal/nonverbal) when dealing with clients and other professionals in the workplace • Engage in effective communication, including notes, emails, letters, and other written correspondence, as well as verbally and non-verbally • Maintain accurate, respectful and professional written client records (as appropriate) • Inquire and be open to feedback from supervisor or other staff with regards to documentation, oral and written communication

1.3	Use technology ethically and appropriately to facilitate practice outcomes.	<ul style="list-style-type: none"> • Discuss ethical and appropriate use of online technology at agency and in practice with clients with supervisor and other agency staff • Ensure proper training for online tools and telehealth models and interventions • Discuss technology etiquette at the agency with supervisor • Research and familiarize yourself with potential challenges to use of technology in social work practice
1.4	Use supervision and consultation to guide professional judgment and behavior.	<ul style="list-style-type: none"> • Attend weekly supervision meetings and reflect on professional behavior • Prepare topics to discuss with supervisor (areas for growth, personal and professional boundaries, ethical dilemmas, professional communication, clinical interventions etc.) • Consult with supervisor regarding issues arising in practice • Integrate feedback into practice • Utilize seminar to consult with peers and field liaison

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

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

		<ul style="list-style-type: none"> • Attend a public hearing or organizational meeting focused on increasing social and economic justice • Develop professional relationships with advocacy organizations serving agency population • VOTE! Engage in voter outreach and education • Identify and review key concepts of social empowerment strategies • Demonstrate critical thinking and problem solving skills by finding potential solutions and discussing the same with supervisor, Faculty Field Liaison, and/or peers in practicum seminar
2.2	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	<ul style="list-style-type: none"> • Familiarize yourself with current political events and their impacts on social issues and clients • Identify forms of oppression/ discrimination on clients/ populations and discuss with supervisor • Identify economic barriers to social services and care; discuss with supervisor • Identify institutional and systemic barriers to a client's progress and discuss with supervisor • Advocate for client access to services at agency, community, state and national level • Contact your elected officials to support/ oppose harmful policies and legislation • Join and attend local, state, national coalition meetings • Attend a public hearing or organizational meeting focused on increasing social and economic justice • Develop professional relationships with advocacy organizations serving agency population • VOTE! Engage in voter outreach and education • Identify and review key concepts of social empowerment strategies Demonstrate critical thinking and problem solving skills by finding potential solutions and discussing the same with supervisor, Faculty Field Liaison, and/or peers in practicum seminar

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

	Behaviors:	Suggested Learning Activities / Tasks to Evaluate Mastery
3.1	Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and	<ul style="list-style-type: none"> • Understand different forms of diversity and how it influences work with clients • Discuss barriers to services faced by clients • Review, understand, and apply anti-racist principles in practicum setting • Research and apply knowledge related to diversity to enhance client well-being • Strive to be assigned a diverse caseload of clients • Attend agency, local, national workshops or trainings • Research and apply knowledge related to diversity to enhance client well-being • Explore and utilize different perspectives and practice models when working with diverse clients • Treat all clients with respect and courtesy regardless of personal bias, and ensure equal and just treatment to all clients at the agency • Use assessments that include sections of diversity/culture/spirituality as identified by client • Review evaluative tools utilized by agency and evaluate with an ADEI lens • Compare practice methods employed by the agency with ADEI methods being discussed in various classes • Discuss ways to engage and improve ADEI in practice with supervisor, Faculty Field Liaison, and/or peers in practicum seminar
3.2	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	<ul style="list-style-type: none"> • Utilize journaling, or some other method of reflection, to record personal beliefs, or values, regarding clients/staff who may be different than me (age, gender, race, religious affiliation, orientation, color, cultural background, marital status, family structure, class, physical ability, etc.)

		<ul style="list-style-type: none"> • Reflect on how personal beliefs/values impact interactions with various clients • Discuss possible value conflicts/ biases/ blind spots with supervisor, Field Liaison, and peers during seminar class • Identify client differences using a strengths perspective • Discuss and document ways you engage in cultural humility within your practice setting • Outline and then discuss the challenges and opportunities of practicing in rural and indigenous communities
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Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

	Behaviors:	Suggested Learning Activities / Tasks to Evaluate Mastery
4.1	Apply research findings to inform and improve practice, policy, and programs	<ul style="list-style-type: none"> • Analyze and discuss evidence-based methods and evaluative tools utilized by agency • Discuss theories and perspectives utilized when working with clients and the effectiveness of them • Research evidence-based policies informing agency practice and client population; discuss with supervisor • Read professional journal articles relevant to clients served by the agency • Discuss with supervisor effective forms of intervention utilized with client population • Interview members of a treatment team for varying perspectives on practice and various models/approaches used. • Discuss specific cases with supervisor, including problem, proposed solution(s), proposed plan of action, and/or proposed measurable outcomes
4.2	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	<ul style="list-style-type: none"> • Learn about the evaluations process used in the practicum • Review research to learn a variety of ways to evaluate practice in the particular context & suggest possibilities for change as appropriate • Review professional literature related to best practices from a variety of sources and perspectives

		<ul style="list-style-type: none"> • 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
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Competency 5: Engage in Policy Practice

	Behaviors:	Suggested Learning Activities / Tasks to Evaluate Mastery
5.1	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	<ul style="list-style-type: none"> • Research and discuss laws/ current bill proposals that affect agency and client population; discuss with supervisor • Track legislative initiatives relevant to your agency's client population • Research specific policies that directly affect the well-being of client population • Discuss impact of policies on your clients and policy change ideas with supervisor • Identify relevant organizational and informational websites and online resources that provide social policy information relevant to your agency/ client population, or serve as clearinghouses for legislative issues • Research how one applies for social support services in your community, e.g. SSI/SSDI, SNAP benefits, TANF etc.
5.2	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	<ul style="list-style-type: none"> • Attend and participate in community/ state advocacy event and/ or attend city council/ county commissioner meetings in your community • Attend NASW MT or other advocacy and lobbying days and meet with legislators regarding policy issues. • Attend policy conferences and trainings to learn about relevant policies affecting agency and population. • Write a letter to an elected official about a social policy affecting your client population.

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

	Behaviors:	Suggested Learning Activities / Tasks to Evaluate Mastery
6.1	Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies.	<ul style="list-style-type: none"> • Understand developmental stages of client population/integrate this into assessment process • Practice using systems theory/strengths perspective • Utilize specific interventions to increase understanding of client in environment • Identify and discuss with supervisor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual) • Engage with and interview clients/families to determine strengths and challenges • Take notes and discuss personal/ ethical/ value dilemmas and blind spots with supervisor and reflect on how they influence work with clients • Treat all clients with respect and courtesy regardless of personal bias, and establish initial goals with the client/patient to ensure self-determination • Attend interprofessional events held on campus and discuss with AFI
6.2	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<ul style="list-style-type: none"> • Develop skills to build rapport/trust with clients • Seek feedback from supervisor about ways to build rapport and trust with clients • Review literature on rapport-building/ interpersonal skills and practice applying concepts in practice • Engage in active listening with clients, colleagues, peers and others • Demonstrate ability to empathize and use appropriate interpersonal skills with clients • Research and apply knowledge related to diversity to enhance client well-being • Observe supervisor and others in their interactions with clients

		<ul style="list-style-type: none"> • 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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Competency 7: Assess Individuals, Families, Groups, Organizations and Communities:

	Behaviors:	Suggested Learning Activities / Tasks to Evaluate Mastery
7.1	Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	<ul style="list-style-type: none"> • Understand developmental stages of client population/integrate this into assessment process • Become familiar with different assessment tools and the strengths/limitations of each tool • Do family genogram/Eco map after completing assessment • Practice using systems theory/strengths perspective • Utilize specific interventions to increase understanding of client in environment • Identify and discuss with supervisor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual) • Engage with and interview clients/families to determine strengths and challenges • Observe client assessment and write/organize/interpret client data • Develop a written assessment of client that includes client's strengths and weaknesses • Critically examine assessment tools and processes, and complete comprehensive, strengths-based, bio-psycho-social-spiritual or Just Practice assessments. • If utilizing the DSM, discuss with supervisor the potential for bias in the assessment process. Work with clients to identify DSM diagnosis, goals for treatment, and interventions.

7.2	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed upon plan.	<ul style="list-style-type: none"> • Discuss intervention strategies in practicum seminar • Collaborate with a client or client system and develop appropriate intervention plan • Monitor clients' progress toward goals • Research and illustrate knowledge of planned change processes, including assessment and planning, as may be appropriate at either the micro, mezzo, or macro level
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Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities

	Behaviors:	Suggested Learning Activities / Tasks to Evaluate Mastery
8.1	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	<ul style="list-style-type: none"> • Develop a mutually agreed upon focus of work and goals and objectives for clients • Empower clients to identify and work on specific achievable goals • Utilize appropriate interpersonal skills with clients • Facilitate a support group or psycho educational group • Research and illustrate knowledge of planned change processes, including intervention and termination, as may be appropriate at either the micro, mezzo, or macro level • Analyze and/or acquire evidence-based methods being utilized within the agency • Utilize specific interventions to increase understanding of client in environment • Facilitate a support group or psycho educational group • Identify and discuss with supervisor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual)
8.2	Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.	<ul style="list-style-type: none"> • Connect client to community resources • Utilize specific interventions to increase understanding of client in environment • Maintain communication/follow up with client re-outcomes and potential success

		<ul style="list-style-type: none"> • Determine commonly used resources for clients and most effective referral process • Attend and participate in community, state, federal advocacy events (e.g. city council hearing, legislative lobby days) • Research and illustrate knowledge of planned change processes, including intervention and termination, as may be appropriate at either the micro, mezzo, or macro level
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Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

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

University of Montana School of Social Work

MSW Specialization 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. For the MSW Specialization Year the nine social work competencies are extended and enhanced, and additional competencies are added by the program for areas of specialized practice. By extending and enhancing the competencies, master's-level students are provided with the four dimensions (i.e., knowledge, values, skills, and cognitive and affective processes) relevant to each area of specialized practice. Like the Generalist Year, each student is responsible for the development of specific and individualized learning activities within each extended competency, followed by a set of behaviors that integrate knowledge, values, skills, and cognitive and affective processes. These tasks and activities are shaped by the opportunities provided by the agency, the student's learning needs, interests and desires, and the advanced practice competencies required by the School of Social Work and the [2022 CSWE Educational and Policy Standards](#). Activities are site specific, measurable, and individualized with the goal of promoting the student's successful development of the various professional competencies.

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

Rating Scale:

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

Competency 1: Demonstrate Ethical and Professional Behavior

	Specialized Behaviors	Suggested Learning Activities / Tasks to Evaluate Mastery
1.1	<p>Demonstrate professionalism in interprofessional, agency, and community practice contexts.</p>	<ul style="list-style-type: none"> • Dress according to agency policy • Discuss appropriate roles and boundaries of a practicum student with supervisor and other agency staff • Give a presentation at a staff meeting or community event (in person or virtual) • Use professional language (verbal/nonverbal) when dealing with clients and other professionals in the workplace • Engage in effective communication, including notes, emails, letters, and other written correspondence, as well as verbally and non-verbally • Maintain accurate, respectful, and professional written client records (as appropriate) • Inquire and be open to feedback from supervisor or other staff with regards to documentation, oral and written communication
1.2	<p>Utilize critical and anti-racist principles in assessing and evaluating complex ethical situations and decisions.</p>	<ul style="list-style-type: none"> • Discuss UMSSW Anti-Racist Principles with supervisor and assess how they apply to practicum context of practice • Discuss agency policies and how they fit with the NASW Code of Ethics, UMSSW Anti-Racist Principles, and other critical theories and frameworks • Apply ethical decision-making model to work through a situation that presents an ethical dilemma; discuss in supervision • Discuss with other agency professionals how they deal with ethical dilemmas • Review and discuss additional ethical or governing policies which may impact service delivery at the agency (i.e. agency policies, HIPPA/FERPA guidelines, SSI/SSDI, TANF, SNAP etc.) • Review and discuss UM's IRB process if applicable to practicum context

		<ul style="list-style-type: none"> • 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	Utilize supervision and peer consultation to ensure ethical social work practice with individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"> • Attend weekly supervision meetings and reflect on professional behavior • Prepare topics to discuss with supervisor (areas for growth, personal and professional boundaries, ethical dilemmas, professional communication, clinical interventions etc.) • Consult with supervisor regarding issues arising in practice • Integrate feedback into practice • Utilize seminar to consult with peers and field liaison • Develop communities of practice with peers and professionals from other disciplines
1.4	Utilize collaborative approaches to complex ethical decision-making that follow standards of the National Association of Social Workers Code of Ethics, additional codes as appropriate, and relevant laws and regulations, and ensure the participation or representation of those most directly affected.	<ul style="list-style-type: none"> • Discuss agency policies and how they fit with the NASW Code of Ethics, UMSSW Anti-Racist Principles, and other critical theories and frameworks • Apply ethical decision-making model to work through a situation that presents an ethical dilemma; discuss in supervision • Discuss with other agency professionals how they deal with ethical dilemmas • Review and discuss additional ethical or governing policies which may impact service delivery at the agency (i.e. agency policies, HIPPA/FERPA guidelines, SSI/SSDI, TANF, SNAP etc.) • Review and discuss UM's IRB process if applicable to practicum context.

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

	Specialized Behaviors	Suggested Learning Activities / Tasks to Evaluate Mastery
2.1	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.	<ul style="list-style-type: none"> • Familiarize yourself with current political events and their impacts on social issues and clients • Identify forms of oppression/ discrimination on clients/ populations and discuss with supervisor • Identify economic barriers to social services and care; discuss with supervisor • Identify institutional and systemic barriers to a client's progress and discuss with supervisor • 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 • Critically evaluate service delivery to determine ways current provision of services may
2.2	Advocate for trauma-informed systems of care, expanded access to effective trauma-focused interventions, and social justice for marginalized and oppressed people who are most at risk for experiencing trauma, including historical, racial, and secondary trauma.	<ul style="list-style-type: none"> • Develop a strong understanding of trauma (both primary and secondary), responses to trauma, short and long-term effects of trauma on individuals, families, and communities • Develop a strong understanding of the principles of trauma-informed care and service-delivery • Familiarize yourself with current political events and their impacts on social issues and clients • Advocate for low-barrier client access to 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

		<ul style="list-style-type: none"> • VOTE! Engage in voter outreach and education
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	Specialized Behaviors	Suggested Learning Activities / Tasks to Evaluate Mastery
2.3	Engage in justice-oriented practice that integrates critical understanding of specific environmental, social, and economic justice issues affecting rural and Indigenous communities and the greater geographic region	<ul style="list-style-type: none"> • Become familiar with relevant data on poverty and economic inequality as it relates to practicum context and geographic area of practice • Include specific attention to poverty and economic justice in intervention planning • Identify a policy that addresses environmental, social, and economic issues affecting your community and greater geographic region • Research specific policies affecting clients served by practicum; program and services available; and advocacy opportunities. • 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 3: Engage Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice

	Specialized Behaviors	Suggested Learning Activities / Tasks to Evaluate Mastery
3.1	Design research and practice interventions that are anti-racist, empowering, collaborative, inclusive, equitable, and responsive to organizational and community contexts.	<ul style="list-style-type: none"> • Review evaluative tools utilized by agency and evaluate with an ADEI lens • Compare practice methods employed by the agency with ADEI methods being discussed in various classes. • Discuss ways to engage and improve ADEI in practice with supervisor, Faculty Field Liaison, and/or peers in practicum seminar. • Summarize the empirically supported interventions available to support the population you serve in culturally relevant ways.
3.2	Engage in practice with individuals, families, groups, organizations, and communities that demonstrate cultural humility and critical understanding of the challenges and opportunities facing rural and Indigenous communities and the greater geographic region.	<ul style="list-style-type: none"> • Discuss and document ways you engage in cultural humility within your practice setting. • Outline and then discuss the challenges and opportunities of practicing in rural and Indigenous communities. • Outline and discuss the experience of Indigenous clients seeking services in your practice setting. Determine any barriers and facilitating factors to seeking services. • Identify a time when you have worked across difference with a client or constituency. Critically evaluate the strengths and challenges you experienced during interaction and discuss with supervisor.

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

	Specialized Behaviors	Suggested Learning Activities / Tasks to Evaluate Mastery
4.1	Apply research-informed knowledge of trauma, including historical trauma, and trauma-informed systems to designing, delivering, and evaluating effective interventions at multiple levels of practice.	<ul style="list-style-type: none"> • Develop a strong understanding of trauma (both primary and secondary), responses to trauma, short and long-term effects of trauma on individuals, families, and communities • Develop a strong understanding of the principles of trauma-informed care and service-delivery • Analyze and discuss evidence informed methods and evaluative tools utilized by agency • Discuss theories and perspectives utilized when working with clients and the effectiveness of them • Research evidence-informed policies informing agency practice and client population; discuss with supervisor • Read professional journal articles relevant to clients served by the agency • Discuss with supervisor trauma informed 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 multiple ways of knowing and skills of program evaluation (including Indigenous evaluation frameworks and decolonizing methodologies), critical participatory action research, and advocacy to address identified concerns of rural and Indigenous communities and the greater geographic region	<ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> • 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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Competency 5: Engage in Policy Practice

	Specialized Behaviors	Suggested Learning Activities / Tasks to Evaluate Mastery
5.1	Demonstrate knowledge of the historic and contemporary significance of the Indian Child Welfare Act in decolonizing or Indigenizing practices with families, communities, and nations.	<ul style="list-style-type: none"> • Apply specific knowledge from SW 532: ICWA to families, communities, and nations served by your practicum agency. • Critically evaluate the ways agency services can create opportunities for Indigenous clients to build/enhance cultural connectedness. Discuss with supervisor. • Critically evaluate the ways the agency can advocate for the implementation of ICWA. For example, discuss with supervisor how the agency advances the spirit of ICWA- keeping Indigenous youth connected to family, culture and tribal community. • Consider how to apply ICWA principles to work with all children and families (e.g. proximity to family, kinship placements, offering culturally specific services to families, reunification).
5.2	Apply frameworks for critical policy analysis that integrate a historical understanding of social policy and a commitment to social justice, intersectionality, anti-racism, and anti-colonialism	<ul style="list-style-type: none"> • Identify a policy that impacts your practice and critically evaluate its impact on the individual and/or community you serve. Consider whether this policy reinforces or resists against racism, anti-LGBTQ beliefs, colonization, etc. • Critically evaluate the history behind a policy impacting services delivered at the agency. What was the intention behind the policy? Does policy meet its intended goals? Discuss with supervisor. • Collaborate with supervisor to create policy that promotes equitable delivery of services to minoritized populations

5.3	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services in rural and indigenous communities.	<ul style="list-style-type: none"> Utilize SW 531 in-class activities and assignments to demonstrate the ways you can utilize social justice, anti-racist, and anti-oppressive lenses to assess how a social welfare policy affects the delivery of and access to social services in your practice setting. Include an analysis of the considerations particular to rural and indigenous communities.
5.4	Advocate for policies that inform and support trauma-informed systems of care.	<ul style="list-style-type: none"> Familiarize yourself with current political events and evaluate the potential connection to trauma experienced by clients. Discuss with supervisor. Advocate for low-barrier client access to services at agency, community, state, and national level Contact your elected officials to support/ oppose policies that have the potential to re-traumatize clients Join and attend local, state, national coalition meetings and advocate for consideration of trauma informed approaches to social issues Attend a public hearing or organizational meeting focused on increasing social and economic justice and trauma informed service delivery to clients served by the agency Develop professional relationships with advocacy organizations serving agency population VOTE! Engage in voter outreach and education

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

	Specialized Behaviors	Suggested Learning Activities / Tasks to Evaluate Mastery
6.1	Apply critical understanding of positionality, intersectionality, cultural humility, and anti-racist principles to inform the engagement process.	<ul style="list-style-type: none"> Practice and document your use of an anti-racist and anti-oppressive perspective Identify and discuss with supervisor, Faculty Field Liaison, or peers in practicum seminar, your critical understanding of positionality, intersectionality, cultural humility, and anti-racist principles that inform your approach to the engagement process.

		<ul style="list-style-type: none"> • Document the ways you engage with and interview clients/families that demonstrates cultural humility • Take reflective notes and discuss with your supervisor the ways your positionality may impact ethical/ value dilemmas encountered in your work with clients • Treat all clients with respect and courtesy regardless of personal bias, and establish initial goals with the client/patient to ensure self-determination
6.2	Effectively address and navigate issues of difference, power, and resistance that arise in the engagement process with individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"> • Document the ways that power is at play in the engagement process. • Seek feedback from supervisor about ways to build rapport and trust, and to roll with resistance with clients • Review literature on rapport-building/ interpersonal skills and practice in various communities and apply concepts in practice • Engage in active listening with clients, colleagues, peers and others • Demonstrate ability to roll with resistance and use appropriate interpersonal skills with clients • Research and apply knowledge related to diversity to enhance client well-being • Observe 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 how power (power with, power over, power to) impacts their experience in the world. • Treat all clients with respect and courtesy regardless of personal bias, and establish initial goals with the client/patient to ensure self-determination

6.3	<p>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.</p>	<ul style="list-style-type: none"> • Use a case study to show how you are able to practice from a culturally grounded and trauma-informed perspective in context of practicum. • Make a list of specific engagement skills relevant to practicum context (engaging non-verbal children or adults; engaging neighborhood residents; engaging resistant clients; engaging clients who have experienced racism or other forms of trauma) and document your critical understanding of positionality, intersectionality, cultural humility, and anti-racist principles. • Identify specific opportunities to practice engagement skills and further your understanding. • Engage in ongoing assessment of learning in supervision. • Identify trauma informed resources relevant to clients served by the practicum. • Critically evaluate how the experiences of historical, intergenerational and racial trauma may impact the engagement process. Discuss with supervisor. • Participate in agency, inter-agency, and community opportunities to enhance culturally-informed practice – e.g. cultural committees, trainings, community consortiums, etc.
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Competency 7: Assess Individuals, Families, Groups, Organizations and Communities:

	Specialized Behaviors	Suggested Learning Activities / Tasks to Evaluate Mastery
7.1	<p>Apply critical understanding of positionality, intersectionality, cultural humility, and anti-racist principles to inform the assessment process.</p>	<ul style="list-style-type: none"> • Understand developmental stages of client population/integrate this into assessment process. Ensure evaluation of developmental stage is informed by an understanding of intersectionality and applies an anti-racist/anti-oppressive lens. • Critically evaluate assessment tools and the appropriateness of fit when used with minoritized client populations • Do family genogram/Eco map after completing assessment

		<ul style="list-style-type: none"> • Practice using systems theory/strengths perspective/anti-racist lens • Utilize culturally relevant intervention strategies 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 (e.g. connection to culture) and challenges (e.g. experience of intergenerational trauma). • Observe client assessment and write/organize/interpret client data • Develop a written assessment of client that includes client's strengths and challenges including the impact of systems on the client's presenting issue • Critically examine assessment tools and processes, and complete comprehensive, strengths-based, bio-psycho-social-spiritual or Just Practice assessments. • 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 that are culturally relevant.
7.2	Utilize collaborative processes of assessment that honor the knowledge, expertise, and experience of the participants and involve them as partners in the change process	<ul style="list-style-type: none"> • Document ways in which you involved clients/stakeholders in a teaching-learning process. • Partner with clients to critically examine assessment tools and processes of assessment. Develop assessment approach that is culturally relevant. • Complete comprehensive, strengths-based, bio-psycho-social-spiritual or Just Practice assessments. • If utilizing the DSM, discuss with supervisor the potential for bias in the assessment process. Work with clients to identify DSM diagnosis, goals for treatment, and interventions that are culturally relevant.

7.3	Apply knowledge of trauma and trauma-informed organizations to assess and improve organizational practice.	<ul style="list-style-type: none"> • Critically evaluate organization’s practices to determine strengths and challenges of trauma informed service delivery. Discuss with supervisor opportunities for change efforts. • Discuss with supervisor organization’s approach to assessment of the experience of secondary traumatic stress amongst staff • Discuss with supervisor agency’s approach to secondary traumatic stress prevention and response
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Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities

	Specialized Behaviors	Suggested Learning Activities / Tasks to Evaluate Mastery
8.1	Apply critical understanding of positionality, intersectionality, cultural humility, and anti-racist principles to inform the intervention process.	<ul style="list-style-type: none"> • Develop a mutually agreed upon focus of work and goals and objectives for clients • Empower clients to identify and work on specific achievable goals • Utilize culturally responsive interpersonal skills with clients • Facilitate a support group or psycho educational group • Research and illustrate knowledge of planned change processes, including intervention and termination, as may be appropriate at either the micro, mezzo, or macro level • Identify and discuss with supervisor, Faculty Field Liaison, or peers in practicum seminar, your critical understanding of positionality, intersectionality, cultural humility, and anti-racist principles that inform your approach to intervention. • Analyze and/or acquire evidence informed methods being utilized within the agency. • Critically evaluate evidence informed or other intervention strategies used with clients to determine extent to which they are culturally relevant. Discuss with supervisor opportunities for adaptation. • Utilize culturally relevant interventions to increase understanding of client in environment • Facilitate a support group or psycho educational group that applies an understanding of anti-racism, culturally humility

		<ul style="list-style-type: none"> • Identify and discuss with supervisor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual)
8.2	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.	<ul style="list-style-type: none"> • Connect client to culturally relevant community resources • Utilize culturally relevant interventions to increase understanding of client in environment • Maintain communication/follow up with client regarding outcomes and potential success • Determine commonly used and culturally relevant resources for clients and most effective referral process • Attend and participate in community, state, federal advocacy events (e.g. city council hearing, legislative lobby days) • Research and illustrate knowledge of planned change processes, including intervention and termination, as may be appropriate at either the micro, mezzo, or macro level
8.3	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.	<ul style="list-style-type: none"> • 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. • 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

	Specialized Behaviors	Suggested Learning Activities / Tasks to Evaluate Mastery
9.1	Apply critical understanding of positionality, intersectionality, cultural humility, and anti-racist principles to inform the evaluation process.	<ul style="list-style-type: none"> • Review evaluation and data collection tools/ methods used at agency • Evaluate assessments/data collection and intervention practices during supervision • Research and illustrate knowledge of planned change processes, including evaluation and follow-up, as may be appropriate at either the micro, mezzo, or macro level • Integrate research course work into practicum learning • Identify and discuss with supervisor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors (biological, social, cultural, psychological, and/or spiritual) • Apply strength perspective in evaluation process and review of outcomes
9.2	Design and carry out collaborative and empowering evaluation processes responsive to organizational and community contexts where those most affected are meaningful stakeholders in the decision-making and change efforts.	<ul style="list-style-type: none"> • Identify specific ways to gather and include client/stakeholder feedback to inform decision-making and change efforts (e.g., surveys, interviews, etc.). • Identify possibilities for integrating participatory approaches into your agency's evaluation process

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

	Specialized Behaviors	Suggested Learning Activities / Tasks to Evaluate Mastery
10.1	Apply understanding of the relationships among local, state, federal, and Indigenous governments to inform effective advocacy for the rights and wellbeing of residents of one's community.	<ul style="list-style-type: none"> • Incorporate knowledge of unique community factors, characteristics or initiatives into agency assessments and/or interventions. • Research effective strategies for activism and advocacy and its implications for local, regional and global practice. • Research social work issues specific to your geographic location, including American Indian topics (historical trauma, tribal history and sovereignty, cultural humility; cultural resilience), and rural health care; technology access. • Use knowledge of American Indian topics (historical trauma, tribal history and sovereignty; cultural humility, cultural resilience) to inform practice.
10.2	Utilize inclusive, collaborative approaches to leadership to bring diverse community and organizational stakeholders into processes of organizational change.	<ul style="list-style-type: none"> • Interview AFI and other organizational stakeholders on their leadership styles and use of inclusive and collaborative approach • Engage in collaborate meetings at agency, community, state, and national level
10.3	Facilitate and/or engage in critical dialogue around diversity, equity and inclusion.	<ul style="list-style-type: none"> • Facilitate a community change process that takes into account power relations. • Facilitate a dialogue process around diversity, equity, and inclusion at your practicum or in the community. • Facilitate advanced integrative seminar with focus on diversity, equity, and inclusion
10.4	Apply knowledge of trauma and trauma-informed organizations to assess and improve organizational practice.	<ul style="list-style-type: none"> • Evaluate trauma-informed workplace assessment tools in supervision

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| | | <ul style="list-style-type: none">• Implement a workplace assessment in collaboration with your AFI• Develop trauma-informed care presentation related to practice context and present at agency |
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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 Office for Disability Equity website: <https://www.umt.edu/disability/> Students who require accommodations are strongly encouraged to contact the ODE office at (406) 243 - 2243 or email ode@umontana.edu

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

ACKNOWLEDGEMENT

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

____ I agree.

Student Signature: _____ Date: _____

Printed Name: _____

Works Cited

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

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

Date	_____
Student	_____
Agency	_____
Agency Field Instructor	_____

CRITERIA FOR AGENCY PARTICIPATION

- Create and maintain a positive, respectful, and supportive learning environment to allow for rich educational experiences
- Ethics and values of social work profession are demonstrated within agency policies, programming, and service delivery
- Demonstrate a commitment to anti-racism, anti-oppression and LGBTQ-affirming practices
- Provide orientation and onboarding to student at the beginning of practicum
- Assign activities to students which meet the educational goals and objectives of the practicum and UMSSW 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 (AFI) time to attend necessary field trainings, engage in practicum site visits, and complete midyear and final practicum evaluation
- Provide space for the student, including access to a desk, telephone and computer if necessary
- The Agency and the School of Social Work agree that neither will discriminate against any individual on the basis of age, sex, race, religious belief, national origin, disability or sexual orientation. All parties agree to comply with all federal and state anti-discrimination policies.

THE AGENCY FIELD INSTRUCTOR AGREES TO:

- Attend an AFI orientation session (in person, virtual, or online) provided by UMSSW (required for all new AFIs)

- Provide formal and informal, individual or group supervision to practicum student on a regular (ideally weekly)
- Orient new students to agency structure and function, student responsibilities, policies and procedures, and to commonly used community resources
- Attend & engage in three Zoom-based site visits throughout the 450 hours of practicum
- 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 and advanced practice opportunities
- 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 UMSSW 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
- Abide by the NASW Code of Ethics
- Notify the UMSSW's Field Education Program regarding changes in student's schedule, attendance issues, or any issues that could impact the integrity of the learning experience

Evaluation Process & Responsibilities:

- The quality of the learning experience
- The quality of the communication between the agency and UMSSW
- Program or personnel changes that would affect student learning
- School of Social Work curriculum changes that would affect student learning
- AFI attendance at field education trainings

Monitoring the practicum experience and ensuring ongoing support and success for the student, agency, AFI and agency clients is an ongoing process. UMSSW Field Education Program faculty and staff strive for regular engagement and personal connections with practicum agencies and AFIs via various forms of communication - Zoom meetings, emails, phone calls, training and webinars. Regular site visits occur via Zoom throughout the practicum experience that provide an opportunity for feedback and additional support. Additional meetings may be scheduled between the Field Education Program and agencies to address areas of concern and to evaluate the appropriateness of an agency

to continue as a field site. Both students and agencies are invited to complete a confidential end of practicum survey to reflect on their field education experience.

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

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, training and ongoing support to 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:

- 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

MSW STUDENTS ONLY -- OUTSIDE MSW SUPERVISOR (IF NEEDED) AGREES TO:

- provide bi-weekly one-to-one or group 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 manuals
- 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 _____