

Master of Social Work  
Program Manual  
for  
Classroom and Field Education



Marilyn Younger Conley School of Social Work

2019-2020

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## Welcome to the MSW Program

We're delighted that you've chosen Brescia University to pursue your graduate study in social work! Social work is a very rewarding profession, and the people we serve deserve compassionate, competent services. You are to be commended for your commitment to developing the knowledge, values, and skills necessary to practice advanced social work.

We are proud of our Catholic heritage and the legacy of Saint Angela Merici, who inspired the Ursuline tradition of excellence in education. The Ursuline values of service, concern for marginalized groups, social justice, human relationships, presence of hope, person-in-environment perspective, and respect for self-determination echo the core values of social work.

In addition, the MSW program promotes the spirit of what is known in the Catholic Church as *caritas*. *Caritas* represents the unconditional love that motivates us to care for others. We support the application of professional, ethical social work expertise and service within a context of genuine regard for others in which nothing is expected in return. Students do not have to be part of any particular faith tradition to embrace the concept of *caritas*.

The MSW program expects you to play an active role in your own education, contribute to the continuous quality improvement of the program, and organize in areas of interest to you. Please let us know how we can support you in these endeavors.

This program manual provides essential information that will help you succeed in the MSW Program. Please become familiar with it so you can refer to it as necessary.

Warm Regards,

Dr. Laura Gibson  
MSW Program Director

## Accreditation and Authorization

### Commission on Colleges of the Southern Association of Colleges and Schools (SACS)

Brescia University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Baccalaureate, and Masters Degrees. (Their contact information is 1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501).

### Council on Social Work Education

Brescia University's Master of Social Work Program is accredited by the Council on Social Work Education, effective March 2019.

## Our History

### The Mission of Brescia University

Brescia University is a Catholic, liberal arts institution founded in the Ursuline tradition of personal and social transformation through education. It was founded by the Ursuline Sisters of Mount Saint Joseph in 1950. Its origins are in Mount Saint Joseph Junior College for Women, established at Maple Mount, Kentucky in 1925. Between 1925 and 1950, coeducational extension courses in Owensboro led to the creation of a second campus, and after 1949, consolidation of the two campuses at the present site of Brescia University. In 1951, Brescia began operating as a four-year College. Brescia College became Brescia University with the addition of a Master of Business Administration degree. We also added a Master of Science in Management degree.

Our University's Mission:

*Directed to academic and moral excellence in a student-centered environment, Brescia University's mission is to offer undergraduate and graduate programs that serve students who seek success through rewarding careers and service to others.*

### The Ursuline Tradition and the Profession of Social Work

The Ursuline Tradition and the profession of Social Work are complementary in many ways. For example, the Ursuline tradition is to focus on the individual, recognizing that each person is unique and has his/her own gifts and needs. Professional social workers recognize the dignity and worth of all people and that all people have strengths.

The Ursuline tradition makes a commitment to the whole person in need of formative education, causing Ursuline schools to be centers of learning for all branches of knowledge; ecumenical centers where spiritual faith and moral development are nurtured; and human communities where individual psychological, emotional, and social needs can be nourished. In college and university settings, this attention to the whole person keeps Ursuline higher education committed to the liberal arts. Similarly, professional social workers view the person as part of a larger system, with each having influence over the other. The foundation of the biopsychosocial model is based upon the belief that people are multidimensional beings whose development is influenced by the intersection of multiple factors, including biology, psychology, socioeconomics, culture, spirituality, social institutions, families, and communities.

The Ursuline tradition emphasizes the importance of service, causing Ursulines to invite students into active cooperation with their good works among others in need so that they develop attitudes of servant-leadership. Service is a core value of professional social work, and we are directed by the Code of Ethics to help people in need, to volunteer our skills in the service of others, and to

engage in social and political action that ensures equal access to resources that help people meet their basic human needs.

Ursulines have an enduring concern for people who are marginalized, inspiring them to attend to those excluded by the cultural mores of the time, whether they be the girls of the 16th century; the First Nations people of 17th-century Canada; the African Americans of 18th-century New Orleans; the rural poor throughout the United States in the 19th and 20th centuries; the “underachievers” upon whom education was thought to be wasted; people with physical or mental disabilities across all the centuries; or the working adults today unable to access traditional higher education. The history of professional social work is to serve people who have been disenfranchised, disempowered, and devalued. Our roots lie in our service to people affected by poverty, unemployment, abuse, disability, and the violation of their civil rights.

The Ursuline’s philosophy is that leadership governs through invitation and persuasion, rather than force, recognizing that God gives free will to every person and that force, while sometimes necessary, should always be the last resort. The emphasis on free will is similar to the social work values of self-determination, autonomy, and empowerment. We believe in the right of people to be the authors of their own lives, to make their own choices and decisions, and to use their personal power to improve their circumstances.

Ursulines support the centrality of community, leading to promotion of the common good and training in mutual respect, collaboration, and interpersonal relationships. This parallels social work’s core belief in the value of human relationships and community support.

Ursulines respect the gospel imperative to work for justice, accepting individual and communal responsibility to help build the reign of God on earth, to empower the marginalized, and to use one’s God-given gifts to make the world better for one’s presence in it. Social justice is a core value of social work and drives us to confront discrimination, oppression, and institutional inequities.

The freedom to adapt and change, involves reading the signs of the times as a way to avoid fossilizing the past and remain open to an as-yet-undreamed-of future. The social work profession, too, recognizes the importance of understanding the changing needs of communities and developing the skills that address the increasing complexities of social problems. This is evidenced by the recent revision of the CSWE accreditation standards, the periodic practice analyses of ASWB’s examination program, progressive research that seeks best practices for helping clients and communities, and recognition of how ever-changing technologies play a role in people’s lives.

Ursulines believe in the primacy of hope, inviting all those involved in the Ursuline ministries of teaching and learning to trust in the providence of God and the promise of a better tomorrow. Professional social workers, too, believe that hope is necessary to inspire people to make changes in their lives, and an important role of social workers is to instill hope in others. Social workers recognize that spiritual diversity is an important part of the human condition and represents a fundamental human quality that involves the search for a sense of meaning, purpose, and place in the world.

The Ursuline tradition has heavily influenced Brescia University's Social Work program. What we call *The Brescia Difference* is embodied in

- Respect for the Sacred
- Devotion to Learning
- Commitment to Growth in Virtue
- Promotion of Servant Leadership

# Philosophy and Mission of the Program

## Purpose of the MSW Program

In a social work program that delivers services using a traditional face-to-face format in a physical setting, one might expect a community needs assessment to influence the mission and objectives of the program. However, Brescia University's MSW program is delivered exclusively online. Therefore, our community is global in nature. We educate social workers to provide services in a vast array of settings. Our students learn the specialized skills needed to adapt to the diverse needs of the many different contexts, populations, problem areas, methods of intervention, and approaches to practice that are part of the culture of their specific communities. Our students are members of a global community, so it is important to create a program that meets a diverse set of needs and circumstances.

## Program Philosophy

Theory of human caring, as developed by Eriksson (2006), the Catholic social teaching of *caritas*, and Watson's 10 caritative processes (2007) undergird the philosophy of the MSW program. We believe that social work must not only be driven by evidence-based practices and practice wisdom, but must occur in an environment of authentic caring. Watson identified 10 *caritas* processes that are integrated with social work values: embracing humanistic-altruistic values, instilling hope, nurturing self and others, developing caring relationships, allowing for the expression of both positive and negative feelings, using problem-solving processes, teaching by addressing individual learning styles, creating a healthy environment, helping people get their basic needs met, and being open to spiritual unknowns. These are reflected in the goals of the program.

In the Gospel of John 12:15, Jesus says to his disciples: "Love one another as I have loved you." This call to love is not only for the individual Christian but also for the wider extent of Christian charitable efforts

The effort to find meaning in this call to love is often referred to as "*Caritas* Theology" after the Latin word for love—*caritas*. *Caritas* means love of humankind. Most of the theological reflection on this notion of *caritas* has been in European Catholic circles.

The social work profession developed from Charity Organization Societies (COS), which emerged as an effort to replace a system of outdoor poor relief that emotionally crushed the spirit, with Christian love and charity. An ethic of care is the original voice of social work (Dybicz, 2012). Biestek (1957) described the dynamic between care and professional expertise as what separates social work from other professions.

In 2015, the President of Brescia University was invited to participate in a conference on *caritas* held at the Vatican. Because of Brescia's commitment to its social work program and the size of the program, the conference leaders invited President Hostetter to consider integrating *caritas* theology into Brescia's social work curriculum. The social work faculty enthusiastically embraced this idea and quickly decided to use the notion of *caritas* in developing its new MSW program.

In many ways *caritas* theology is a natural fit for Brescia's School of Social Work, as there has been a long-standing commitment of the faculty to integrate spirituality and social justice in the program's curriculum. This does not mean that we rely solely on love to serve clients, nor does it mean we develop loving or social relationships with them. Love alone is not sufficient to improve the life conditions of people, help them make changes, teach them how to cope with challenging situations, administer a social program, or engage in policy practice.

The Council on Social Work Education regulates the profession by accrediting schools of social work, holding those schools accountable to meet specified standards, and graduating students who demonstrate an acceptable level of professional competence. The Association of Social Work Boards protect the public by developing an examination to be passed before graduates are licensed to practice. Yet expertise alone is not sufficient to prevent the dehumanizing effect that can sometimes result from the professionalization of social work.

“Individuals who care for those in need must first be professionally competent: they should be properly trained in what to do and how to do it, and committed to continuing care. Yet, while professional competence is a primary, fundamental requirement, it is not of itself sufficient. We are dealing with human beings, and human beings always need something more than technically proper care. They need humanity. They need heartfelt concern.” (Pope Benedict, 2005, para 31(a)). “This proper way of service to others also leads to humility. The one who serves does not consider himself superior to the one served, however miserable his situation at the moment may be.” (Pope Benedict, 2005, para 35).

Although the concept of *caritas* is inspired by Scripture, students do not need to be Catholic, or even Christian, to put *caritas* principles into practice. *Caritas* is *not* a way of proselytizing or promoting religion. The philosophy of *caritas* is blended into the MSW program in a way that combines love of humankind with professionally competent services. It is a model of providing professional social work services.

## Mission of the MSW Program

The mission of the University, the Ursuline values upon which it was built, and the University's Strategic Plan guide the mission of the MSW program. The MSW program, as a result, is characterized by a culture of respect for all people; appreciation of diversity; a commitment to serving marginalized groups; faculty who are nurtured and valued; a willingness to provide service to others; and expectation of a future in which we embrace and welcome change, growth, and technological advancements, rather than brace against them.

## MSW Mission Statement

*Brescia University prepares social workers to use specialized skills to address the complex problems of people and their communities through caring, compassion, respect, partnership, service to others, and valuing the dignity and unique gifts of all people. Graduates help people and their communities change in ways that improve their life conditions and honor their hopes and dreams.*

## Program Goals

At graduation, our MSW graduates will be able to

- a. Embrace humanistic-altruistic values by practicing with care, compassion, and kindness.
- b. Engage in positive, constructive, professional relationships with people from diverse groups, instilling the belief that change is possible and honoring their different belief systems.
- c. Engage in the helping process through partnerships with clients and client systems, and by being authentically present in their interactions.
- d. Conceptualize the broader implications of current practice situations and take action to influence policy that contributes to social, economic, spiritual, and environmental justice.
- e. Use evidence-based practice, critical thinking, and creativity to accurately assess and intervene with clients facing complex problems in multi-system settings.
- f. Practice in an ethical and professional manner, guided by the NASW Code of Ethics, jurisdictional laws, an ethic of care, accepted professional standards, agency policies, and the need for accountability to stakeholders.
- g. Intervene in ways that help clients get their basic needs met, improve their life conditions and honor their self-determination, at micro, mezzo, and macro levels.
- h. Engage in scientific inquiry to advance knowledge-building in the profession, while remaining open to spiritual unknowns.

## Program Objectives

Our goals are derived from our program's mission, and correspond to the nine social work competencies of the Council on Social Work Education:

*MSW Program Mission, Goals, Objectives*

| <b>Program Mission</b>  | <b>Program Goals</b>   | <b>Program Objectives (CSWE Competencies)</b>  |
|---|--|--|
| Advocacy to help people improve their life conditions.  | a. Conceptualize the broader implications of current practice situations and take action to influence policy that contributes to social, economic, spiritual, and environmental justice.   | Advance human rights and social, economic, and environmental justice;<br><br>Engage in Policy Practice.  |
| Service to others   | b. Intervene in ways that help clients get their basic needs met, improve their life conditions and honor their self-determination, at micro, mezzo, and macro levels.<br><br>c. Embrace humanistic-altruistic values by practicing with care, compassion, and kindness within a context of professional social work.<br><br>d. Practice in an ethical and professional manner, guided by the NASW Code of Ethics, jurisdictional laws, an ethic of care, accepted professional standards, agency policies, and the need for accountability to stakeholders. | Demonstrate ethical and professional behavior;<br><br>Intervene with individuals, families, groups, organizations, and communities.  |
| Use specialized skills to address the complex problems of people and their communities,             | e. Use evidence-based practice, critical thinking, and creativity to accurately assess and intervene with clients facing complex problems in multi-system settings.<br><br>f. When empirical evidence is absent, engage in scientific inquiry to advance knowledge-building in the profession, while remaining open to spiritual unknowns.   | Engage in practice-informed research and research-informed practice.<br><br>Assess individuals, families, groups, organizations, and communities;<br><br>Evaluate practice with individuals, families, groups, organizations, and communities. |
| Value the dignity and unique gifts of all people  | g. Develop positive, constructive, professional relationships with people from diverse groups, instilling the belief that change is possible and honoring their different belief systems.  | Engage diversity and difference in practice.   |
| Respect and partnership; Help people and their communities change and honor their hopes and dreams. | h. Engage in the helping process through partnerships with clients and client systems, and by being authentically present in their interactions.   | Engage with individuals, families, groups, organizations, and communities.   |

## Generalist Practice

Students who complete the first year of the program are expected to master the competencies associated with generalist practice.

The Council on Social Work Education (2015) defines generalist practice as follows:

*“Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resilience of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.”* (p. 11)

## Specialization Year: Advanced Generalist Practice

Student who complete the second year of the program are expected to master the competencies associated with advanced generalist practice.

Advanced generalist practice has been distinguished from generalist practice in different ways by different professionals (Dran, 2012; Gibbs, Locke, & Lohmann, 1990; Jones & Pierce, 2006; Lavitt, 2009; Schatz, Jenkins, & Sheafor, 1990). Dran (2014) described advanced generalist social workers in terms of their role, rather than in terms of specific skills. He contrasted the role-driven advanced generalist social worker to the generalist who is trained to solve specific problems with available resources.

However, there is a consensus that advanced generalist practice requires skills that are essentially “more and better” when compared to generalist practice skills (Dran, 2014, p. 569). Lavitt (2009) and Schatz and colleagues (1990) agree that advanced generalists require more sophisticated problem-solving skills, especially stronger problem-solving skills in complex environments. Lavitt (2009) takes this a step further by emphasizing the skill of *problem-setting*, similar to the concept of framing the problem. She proposes that advanced generalists must consider the multiple dimensions of the problem (e.g., micro, mezzo, and macro) in multi-system settings (e.g., individuals, families, groups, organizations, etc.) before identifying the focus of intervention. Lavitt (2009) explains that problem solving involves mastering *processes* rather than just the ability to follow a proscribed path to a solution. When problems are not easily solved, advanced generalists can frame the situation in a variety of ways and draw upon creativity to open up to new possibilities. Dran expressed this idea when he said that advanced

generalists “... not only solve problems at hand but also problems not yet encountered” (Dran, 2014, p 568).

Advanced generalist social workers have an extended depth and breadth of knowledge that builds upon their generalist skills. This expanded knowledge base allows them to practice not only in small towns and rural communities (Dran, 2014; Gibbs, Locke, & Lohmann, 1990), but in urban areas, as well (Lavitt, 2009). Advanced generalist social workers are prepared for practice at multi-levels, including clinical social work practice.

Lavitt (2009) further proposes that advanced generalists have “interpersonal acumen.” This might also be characterized as tuning in to the meta-message. For example, when considering the needs of a specific client, an advanced generalist will view the client within the system as a whole, including the agency and its political and financial context. He or she will take a leadership role, perhaps lobbying agency administrators or others for additional funding by framing the request in a way that strikes a chord with the underlying motives and intentions of those who are empowered to provide that funding. This interpersonal acumen is beneficial to one of the advanced generalist roles described by Dran (2014), supervising and managing. This political savvy contributes to effective networking, coalition-building, developing productive work teams, and supervising (Dran, 2014).

Dran adds that another role held by advanced generalists is to impart knowledge and safeguard the profession (2014). They mentor new social workers and practice in a way that promotes the integrity of the profession (Dran, 2014). They act as a catalyst for change. Values and ethics are central to practice, not limited to discrete situations. They engage in ethical advocacy when necessary (Lavitt, 2009).

Advanced generalists are able to synthesize the aspects of unique, and sometimes ambiguous, multifaceted situations, which are often laden with value conflicts (Lavitt, 2009). They conceptualize the broader implications of current practice situations and engage in related advocacy. They use evidence-based practice interventions and creativity to solve problems. When empirical evidence is absent, they engage in scientific inquiry to advance knowledge-building in the profession. They take leadership roles, both within their work environments and on behalf of the profession (Lavitt, 2009).

### Advanced generalist practice builds upon generalist practice in the following ways:

Generalist social workers advocate for human rights, social, economic, and environmental justice. They are proactive in responding to the impact of context on professional practice. Their practice is grounded in the liberal arts and person-in-environment framework.

- Whereas, advanced generalist practitioners take actions to propose or support legislation that addresses human rights and/or complex social, economic, or environmental justice issues. Their practice is grounded in a framework of *caritas*, characterized by love, kindness, compassion, servant leadership, authenticity, and respect for all people.

Generalist social workers promote human and social well-being. They identify with the profession. They apply ethical principles to solve ethical dilemmas.

- Whereas, advanced generalist practitioners engage in clinical social work. They work collaboratively with professionals from other disciplines, taking a leadership role when needed. They synthesize aspects of multi-faceted situations laden with value conflict; tolerate the ambiguity of ethical dilemmas; apply a systematic decision making process and make ethical choices that can be supported by law, the Code of Ethics, professional literature, etc. They view all circumstances through a lens of ethical practice rather than merely apply ethical standards to isolated situations.

Generalist social workers apply critical thinking at all levels of practice. They use a range of prevention and intervention methods with diverse individuals, families, groups, organizations, and communities. They engage in research informed practice and are informed consumers of research. They promote scientific inquiry and follow best practices.

- Whereas, advanced generalist social workers integrate knowledge from multiple types of sources that can be applied to practice. They use therapeutic approaches that show appreciation and respect for all forms of human diversity. They use specialized practice modalities such as cognitive behavioral therapy and motivational interviewing, family therapy, community organizing, etc. They support and engage in efforts to strengthen the knowledge base of the profession.

Generalist social workers engage diversity and difference in practice. Their practice is culturally competent.

- Whereas advanced generalist social workers demonstrate cultural sensitivity in all forms of practice as evidenced by a congruence of knowledge, attitudes, and behaviors that show appreciation for diverse groups, the ability for cultural self-assessment, awareness of the dynamics of cross cultural interactions and professional use of self.

Generalist social workers recognize, support, and build on the strengths and resiliencies of human beings.

- Whereas advanced generalist social workers develop and monitor a professional use of self, consistent with caritas, by combining knowledge, values, and skills with personal traits, belief systems, life experiences and cultural heritage to result in client relationships that are authentic, genuine, and consistent with the professional value base.

## Student Learning Outcomes

Brescia University has established four Educational Outcomes (BUEO) for all students. Related to these, are the nine core competencies established by CSWE. Core competencies are operationalized as the multiple dimensions of knowledge, values, cognitive and affective processes, and skills that are necessary to develop competent social work practitioners. These four dimensions of competencies comprise the Student Learning Outcomes (SLO) in each MSW course. In each syllabus, you will see a figure that looks like an inverted pyramid. This figure shows how the BUEOs, the CSWE Core competencies, and the SLO relate to each other. See below for an example of the figure.

### Brescia University Educational Outcomes

1. Brescia University graduates will demonstrate the ability to think critically, analyze information, and communicate effectively.
2. Brescia University graduates will attain competence in and apply a field of study in readiness for graduate school or a career in an appropriate field.
3. Brescia University graduates will possess the capacity to adapt to diverse environments.
4. Brescia University graduates will understand and apply ethical standards in promoting justice and service to others.

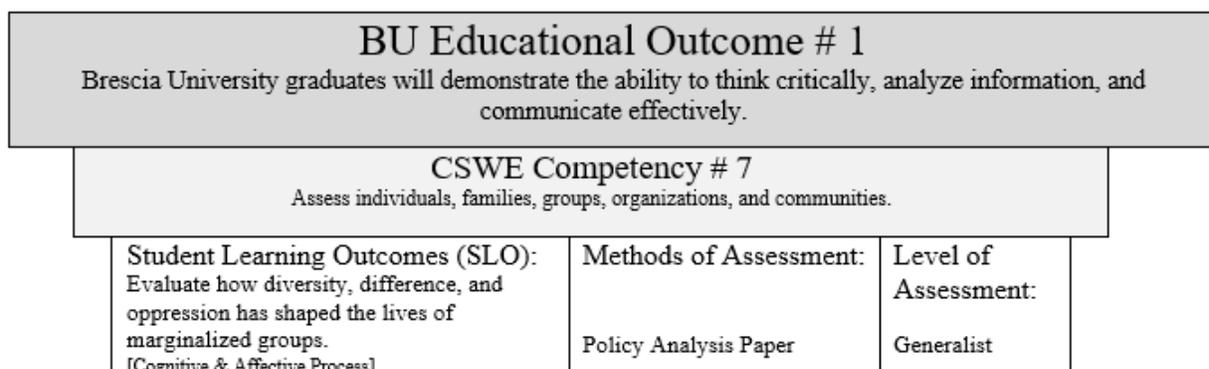
### CSWE Core Competencies

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Competencies are broken down into four dimensions, with student learning outcomes (SLO) defined for each dimension.

1. Knowledge
2. Values
3. Cognitive and Affective Processes
4. Skills

Figure 1: *Example of how BUEO, Core Competency, and SLOs are related.*



## Competency 1

Students will demonstrate ethical and professional behavior.

| Generalist Practice SLOs  | Advanced Generalist Practice SLOs   |
|---|---|
| <ul style="list-style-type: none"> <li>• Summarize the profession’s history, its mission, and the roles and responsibilities of the profession and distinguish it from the roles of other professionals.</li> <li>• Identify emerging technologies and explain how they support or facilitate social work practice.</li> <li>• Use supervision and consultation to build knowledge.</li> <li>• Explain ethical theories, including ethics of care.</li> <li>• Use person-first language in both written and verbal communications, avoiding language that equates people with the conditions they have.</li> <li>• Recognize personal values and beliefs and compare them to the value-base of the profession.</li> <li>• Discuss the NASW Code of Ethics and distinguish between ethical and unethical behavior and professional and unprofessional behavior.</li> <li>• Explain and apply a systematic ethical decision making process.</li> <li>• Use reflection to understand how personal experiences and reactions influence professional judgment and behavior.</li> <li>• Commit to life-long learning to keep skills and knowledge current, relevant and effective.</li> <li>• Demonstrate professional demeanor through communication (oral, written, and electronic), by following good work habits (attendance, completion of assigned tasks, meeting deadlines), and dressing congruently with the standards of the agency.</li> <li>• Apply correct grammar, syntax, basic writing skills, such as organization and clarity of message, and apply APA style format to scholarly writing.</li> <li>• Use all available resources to make ethical choices.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognize and explain the components of professional use of self as the combination of knowledge, values, and skills with personal traits, belief systems, life experiences, and cultural, ethnic, and religious heritage.</li> <li>• Develop and communicate self-awareness of own cultural worldview.</li> <li>• Continually identify triggers to unconscious biases and challenge biases that influence service delivery.</li> <li>• Synthesize aspects of multi-faceted situations laden with value conflict; tolerate the ambiguity of ethical dilemmas; and apply a systematic decision-making process using ethical theory, (including ethics of care), the NASW Code of Ethics, relevant laws and regulations, supervision and consultation, and professional literature to make ethical choices.</li> <li>• Work collaboratively and professionally with other professionals in inter-professional environments, taking a leadership role when needed.</li> <li>• Regularly practice healthy self-care skills.</li> <li>• Demonstrate professionalism through use of supervision, consultation, maintaining a learner-oriented attitude, and respecting boundaries.</li> <li>• Use professional communication (verbal, nonverbal, written, and technological) and the chain of command to convey information, express concerns or resolve conflicts.</li> </ul> |

| <b>Competency 2</b>  |  |
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| Students will engage diversity and difference in practice.   |  |
| Generalist Practice SLOs   | Advanced Generalist Practice SLOs  |
| <p>Give examples of diversity, (such as age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status) and discuss the concept of intersectionality.</p> <p>Appraise the different experiences of diverse groups and recognize how those experiences shape the human experiences, the formation of identity, and the dynamics of relationships.</p> <p>Explain how the role of a culture's societal structures and values may oppress, marginalize, alienate, or create privilege and power.</p> <p>Appreciate the diverse experiences of others and the expertise of client groups as to their own experiences.</p> <p>Use reflection to manage the influence of personal biases and values.</p> <p>Reflect on the ways in which social structures and life experiences of privilege, power, acclaim, marginalization, discrimination, and oppression influence one's worldview &amp; relationships with others.</p> <p>Apply theories of human behavior and the social environment (including caring theory), person-in-environment, and other multidisciplinary theoretical frameworks to explain, assess, and intervene with different types of client systems, using approaches that show appreciation and respect for all forms of human diversity.</p> <p>Reflect upon students' own experiences of oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim.</p> <p>Discuss issues of difference, oppression, and privilege with increased comfort, based on self-report.</p> <p>Convey respect and sensitivity to effectively engage and work with diverse groups.</p> <p>Use knowledge of diverse groups to engage, assess, intervene, and evaluate services.</p> | <p>Explain how to explore the components of a cultural assessment.</p> <p>Reflect upon how beliefs and attitudes about diversity were learned, and how those beliefs and attitudes are transmitted from generation to generation.</p> <p>Identify strategies for managing biases in ways that help students engage diversity and difference in practice.</p> <p>Analyze how diversity and difference shape life experiences in practice at the micro, mezzo, and macro levels and develop a plan for cultural sensitivity.</p> <p>Develop a professional plan for increasing knowledge about diverse groups.</p> <p>Demonstrate cultural sensitivity in all forms of social work practice, as evidenced by a congruence of knowledge, attitudes, and values that show appreciation for diverse groups, the ability for cultural self-assessment, awareness of the dynamics of cross cultural interactions, and professional use of self.</p> |

| <b>Competency 3</b>  |   |
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| Students will advance human rights and social, economic, and environmental justice.  |   |
| Generalist Practice<br>SLOs  | Advanced Generalist Practice<br>SLOs  |
| <p>Discuss freedom, safety, privacy, adequate standard of living, health care, and education as fundamental human rights.</p> <p>Give examples of how environmental justice is denied for certain groups of people and the global interconnections of oppression and human rights violations.</p> <p>Explain the purpose and basic tenets of the Universal Declaration of Human Rights and the Belmont Report.</p> <p>Explain strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably.</p> <p>Recognize personal beliefs about social and economic justice.</p> <p>Discuss why environmental justice is important to social work practice.</p> <p>Identify conflicting cultural values in the U.S. about the protection of human rights.</p> <p>Analyze the global connections of oppression and human rights violations as they relate to caritas.</p> <p>Apply theories of human need, including caritas, and justice to develop strategies that promote social, economic, and environmental justice and human rights in the students' communities, society, and worldwide.</p> <p>Frame all social work practice through the lens of human rights.</p> <p>Apply strategies that advance social, economic, and environmental justice through political and legislative advocacy.</p> | <p>Discuss two or more Human Rights treaties such as the Convention on Prevention &amp; Punishment of the Crime of Genocide, the Convention of the Rights of the Child, etc. and their current status.</p> <p>Explain strategies designed to protect civil, political, economic, social, and cultural human rights.</p> <p>Reflect upon how students' attitudes about social, economic, and environmental justice have evolved &amp; changed.</p> <p>Discuss how students' communities marginalize certain groups of people by considering locations of environmental sacrifice.</p> <p>Compare and contrast the provisions of the Universal Declaration of Human Rights with the human rights practices of the U.S. and another country.</p> <p>Analyze the relationships and tensions between national sovereignty and global interests with regard to territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.</p> <p>Evaluate the human rights policies of another country and use theories of social justice and caring theory to recommend appropriate and effective interventions.</p> <p>Analyze how political and economic systems relate to the support of either social or economic justice and apply to the ICCPR or ICESCR.</p> <p>Analyze proposed legislation that addresses human rights and/or social, economic, or environmental justice issues and engage in a planned campaign to support or object to it.</p> <p>Create a targeted social media campaign to challenge oppressive structural barriers to fair and equal access to social, economic, and environmental rights.</p> <p>Advocate for human rights at the individual and system levels, in the spirit of caritas, by joining an established international campaign and participating with recommended strategies.</p> |

| <b>Competency 4</b>   |   |
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| Students will engage in practice-informed research and research informed practice.  |   |
| Generalist Practice<br>SLOs   | Advanced Generalist Practice<br>SLOs  |
| <p>Explain the multiple ways of knowing, including the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.</p> <p>Explain the components of research design including quantitative and qualitative methodology, literature review, sampling, operationally defining concepts, and collecting, analyzing, and interpreting data.</p> <p>Discuss the historical background of IRBs and how they protect human subjects. (Research)</p> <p>Analyze a historical research event through the lens of ethics of care, and discuss the factors that contributed to unethical conduct and how it constrained or violated social, economic, or environmental justice.</p> <p>Use critical thinking to analyze research methods, findings, and generalizability to practice. (Research)</p> <p>Use experiences in practice to generate possible research questions.</p> <p>Use literature review to inform practice at the micro, mezzo, and macro levels.</p> <p>Use practice experience, theory, and a comprehensive literature review to inform scientific inquiry and develop a research proposal.</p> | <p>Explain the components of organizational culture, such as the values, underlying assumptions, expectations, diversion of resources, etc.</p> <p>Reflect on how the student's attitudes about research may have changed from the beginning of the research project to its completion.</p> <p>Integrate knowledge from multiple types of sources and explain how the knowledge can be used in social work practice.</p> <p>Critique the strengths and weaknesses of qualitative and quantitative research designs.</p> <p>Assess the organizational culture of the Field agency relative to caritas and make recommendations to develop or strengthen a culture of caritas</p> <p>Conduct analysis of data collected through the research process.</p> <p>Explain, interpret, and disseminate the research results.</p> <p>Generate new questions as a result of what was learned.</p> |

| <b>Competency 5</b><br>Students will engage in policy practice.   |  |
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| Generalist Practice<br>SLOs   | Advanced Generalist Practice<br>SLOs   |
| <p>Discuss the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.</p> <p>Explain social work's role in policy development and implementation within practice settings at the micro, mezzo, and macro levels.</p> <p>Discuss the historical and contemporary roles of the social work profession in the development of U.S. social welfare policy.</p> <p>Discuss and challenge personal attitudes about poverty, and identify where they were first learned.</p> <p>Discuss personal barriers to engaging in macro practice.</p> <p>Analyze a social problem learned from direct practice and develop policy recommendations to ameliorate it.</p> <p>Analyze a social problem learned from direct practice and develop policy recommendations to ameliorate it.</p> <p>Demonstrate policy advocacy skills such as developing a strategy, analyzing stakeholders, networking and developing coalitions, educating, persuading, and negotiating to achieve an outcome that advances social, economic, or environmental justice.</p> <p>Use effective communication skills, including technology, in a variety of community or legislative settings and in ways that benefit clients and advance social, economic, and environmental justice through political and legislative advocacy.</p> | <p>Discuss the role of a logic model in program evaluation.)</p> <p>Explain the steps required for a community needs assessment.</p> <p>Increase comfort level with macro practice and legislative advocacy, per self-report.</p> <p>Apply critical thinking to examine policies that advance human rights and social, economic and environmental justice, and how they relate to caritas.</p> <p>Analyze how social policy at the local, state, and federal levels affects access to social services, service delivery, and client well-being.</p> <p>Conduct a community needs assessment, identifying the strengths and needs of neighborhoods and various population groups who have experienced disadvantage.</p> |

| <b>Competency 6</b>   |   |
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| Students will engage with individuals, families, groups, organizations, and communities.  |   |
| Generalist Practice<br>SLOs   | Advanced Generalist Practice<br>SLOs  |
| <p>Explain how engagement is an ongoing component of the interactive process of practice at all levels.</p> <p>Use a theory of human behavior to conceptualize and facilitate engagement with individuals, families, groups, organizations, and communities.</p> <p>Communicate the value of human relationships and how they contribute to the process of engagement.</p> <p>Recognize how personal experiences and affective reactions may affect ability to effectively engage with diverse client systems.</p> <p>Explain how various strategies to engage diverse clients may help or hinder efforts to advance practice effectiveness</p> <p>Reflect on the ways in which personal experiences and affective reactions may affect their ability to engage with client systems and other professionals.</p> <p>Demonstrate skills of relationship-building and inter-professional collaboration to facilitate engagement with client systems and other professionals as appropriate.</p> <p>Use empathy, reflection, and other interpersonal skills, guided by caring theory or other theory of human behavior, to effectively engage diverse client systems.</p> <p>Use conscious caring and professional use of self to further develop engagement skills.</p> | <p>Explain how caritas influences the engagement of clients.</p> <p>Discuss the techniques of engaging with individuals, families, groups, organizations, and communities.</p> <p>Recognize and effectively manage personal biases as they affect the therapeutic relationship in the service of clients' wellbeing.</p> <p>Compare and contrast how engagement skills may differ with the application of caring theory and other theories.</p> <p>Propose strategies for applying caring theory while maintaining professional boundaries.</p> <p>Establish a working alliance and a collaborative relationship with colleagues and professionals from other disciplines to improve practice and facilitate engagement with client systems.</p> <p>Integrate interpersonal skills, knowledge of self, caring theory, and consultation to demonstrate engagement skills with individuals, families, groups, organizations, and communities.</p> |

| <b>Competency 7</b>   |   |
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| Students will assess individuals, families, groups, organizations, and communities.   |   |
| Generalist Practice<br>SLOs   | Advanced Generalist Practice<br>SLOs  |
| <p>Explain theories of human behavior and the social environment, including caring theory related to assessment of individuals, families, groups, organizations, and communities.</p> <p>Recognize how personal attitudes and unconscious beliefs might influence the assessment process.</p> <p>Use critical thinking to interpret information from client systems.</p> <p>Use assessment as an ongoing, interactive process and collect and organize data that informs the direction of intervention goals.</p> <p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client systems.</p> <p>Recognize and correctly apply diagnostic criteria to formulate a diagnostic impression and recommend effective treatments associated with symptomatology/diagnosis.</p> <p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of client systems.</p> | <p>Use a theory of human behavior to conceptualize assessment of individuals, families, groups, organizations, and communities.</p> <p>Use supervision and consultation to develop and communicate self-awareness of own cultural worldview, personal and professional values, and cognitive schema, to challenge biases and beliefs that could influence assessment.</p> <p>Discuss the ethical implications of various diagnostic labels.</p> <p>Evaluate data collected to inform treatment goals.</p> <p>Perform comprehensive assessments of client systems, considering how diversity and difference has shaped the life experiences of clients, and develop appropriate, mutually agreed on intervention goals and objectives.</p> <p>Administer basic assessment tools such as the Drug Abuse Screen Test, NIDA Drug Use Screening Tool, Beck Depression Inventory, etc., and select appropriate intervention strategies.</p> |

| <b>Competency 8</b>   |   |
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| Students will intervene with individuals, families, groups, organizations, and communities.   |   |
| Generalist Practice<br>SLOs   | Advanced Generalist Practice<br>SLOs  |
| <p>Discuss theories of human behavior and the social environment and person-in-environment perspective to guide interventions with different types of client systems.</p> <p>Reflect upon the philosophical differences between the concepts of service &amp; beneficence and autonomy &amp; self-determination.</p> <p>Discuss the value of inter-professional teamwork and communication in interventions and the benefit of interdisciplinary interventions.</p> <p>Integrate theory, knowledge of human behavior, social work values, and practice skills learned in the classroom with the inter-professional collaboration in field experience to engage, assess, intervene with, and evaluate client systems.</p> <p>Based on assessment, determine the most appropriate evidence-based intervention.</p> <p>Use intervention as an ongoing, interactive process.</p> <p>Choose and implement interventions to achieve practice goals and enhance capacities of client systems.</p> <p>Choose interventions that recognize and appreciate the experiences of diverse groups.</p> | <p>Explain theories of human behavior and the social environment and person-in-environment perspective to guide interventions with different types of client systems.</p> <p>Reflect upon the assumptions made about client systems when they display resistance.</p> <p>Distinguish between practices that have little or weak empirical support, including practices that could be harmful, and practices that have strong or developing support.</p> <p>Develop and monitor a professional use of self, consistent with caring theory, by combining knowledge, values, and skills with personal traits, belief systems, life experiences, and cultural heritage to result in client relationships that are authentic, genuine, and consistent with professional value base.</p> <p>Provide interventions (to individuals, families, and groups) that resolve or minimize symptoms of mental disorders, psychosocial stress, relationship problems, and difficulties in coping in the social environment.</p> <p>Use therapeutic approaches that show appreciation and respect for all forms of human diversity.</p> <p>Apply skills related to theoretical orientation such as motivational interviewing, cognitive-behavioral interventions, family therapy, community organizing, etc.</p> |

| <b>Competency 9</b>  |  |
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| Students will evaluate practice with individuals, families, groups, organizations, and communities.  |  |
| Generalist Practice SLOs   | Advanced Generalist Practice SLOs  |
| <p>Explain qualitative and quantitative evaluation methods, including single-system design, and community practice skills such as program evaluation and ethnography.</p> <p>Discuss the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.</p> <p>Discuss and explain evaluation findings by applying theories of human behavior and other theoretical frameworks.</p> <p>Use evaluation as an ongoing, interactive process to improve service delivery and outcome.</p> <p>Select and use appropriate method for evaluation of outcomes.</p> <p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p> <p>Demonstrate community practice evaluation skills such as program evaluation and ethnography.</p> | <p>Identify professional obligations for continuing education, guided by caring theory and jurisdictional requirements, with the goal of improving service delivery.</p> <p>Discuss personal beliefs related to client termination or referral.</p> <p>Integrate theory, knowledge of human behavior, social work values, and practice skills learned in the classroom with the inter-professional collaboration in field experience to evaluate client systems.</p> <p>Use qualitative and quantitative evaluation methods, including single-system design, and community practice skills such as program evaluation and ethnography.</p> <p>Use research to enhance and evaluate practice.</p> <p>Review and revise intervention plans as needed to provide the amount of support and assistance needed without developing dependency.</p> |

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## Relationship between Classroom and Field Education

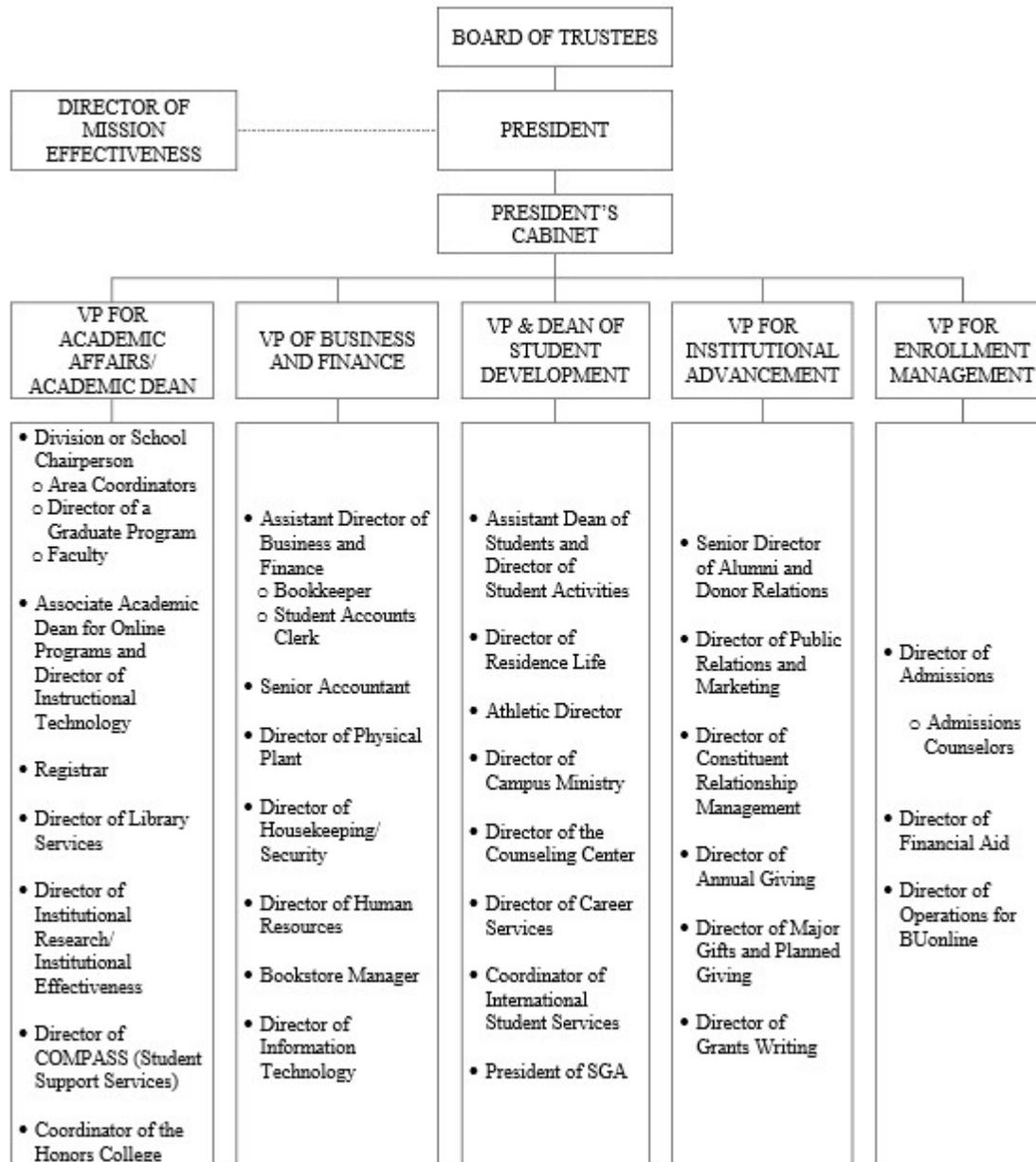
In both the Generalist and Specialization years, the field education program connects the theoretical and conceptual contributions of the classroom and field settings.

| <b>Generalist Practice Curriculum</b>                            |   |  |
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| Course   | Classroom Knowledge   | Skills Applied in Field 1 (150 hours) and Field 2 (250 hours)  |
| <b>Ethical Decision Making in Social Work (MSW 500)</b>          | This course provides students with an exploration of values, ethical issues, and theory, and teaches the use of a systematic decision making process to resolve ethical dilemmas. Students will apply this process to practice issues with individuals, families, groups, organizations, and communities.   | Apply ethical principles.  |
| <b>Human Behavior in the Social Environment MSW 510</b>          | This course examines the theoretical underpinnings for understanding the bio-psycho-social-spiritual dimensions of human development across the life cycle. Social and economic marginalization of groups will be discussed, as well as values and ethical issues. Students will use conceptual frameworks to inform understanding of people and their social environments.   | Conceptualize issues using a person-in-environment framework.  |
| <b>Professional Writing and Documentation (MSW 520)</b>          | Students will develop written communication skills necessary in a variety of micro, mezzo, and macro practice settings. They will learn to effectively and professionally write documents that are necessary in a changing environment of regulatory requirements, risk of legal liability, and funding source requirements.  | Identify with the profession. Communicate in written format.   |
| <b>Practice with Individuals, Families, and Groups (MSW 530)</b> | This course provides the foundation for social work practice with individuals, families and groups. It teaches practice skills using a problem-solving process underpinned by ethic of care theory. Special emphasis will be given to engaging, assessing, planning with, and evaluating individuals, families, and groups of diverse populations.  | Use a range of prevention and intervention methods with diverse individuals, families, groups, organizations, and communities. Engage diversity. |
| <b>Field 1 Seminar (MSW 540)</b>                                 | This seminar course, the first in a series of four, gives students a chance to integrate the theoretical knowledge, values, and abilities they are learning in the classroom within the dynamic context of a human services agency. Self-awareness; professional use of self; empathy and genuineness; identification with social work values; professional, ethical behavior; and the effect of social welfare policies upon clients will be examined. Students must complete a total of 150 clock hours—approximately two days per week for 10 weeks. Proof of professional liability insurance is required prior to beginning the practicum. |  |
| <b>Research Methods (MSW 550)</b>                                | This course introduces the scientific approach to knowledge building and how it applies to practice. Students will learn about the formulation of research questions/hypotheses, operational definitions of research constructs, IRB approval, sampling methods, experimental and quasi-experimental designs, threats to validity, statistical methods, quantitative/qualitative inquiry, data analysis and research report writing. Students will also be introduced to community needs assessments and program evaluation.  | Engage in research-informed practice. Use scientific inquiry and best practices.   |
| <b>Practice with Organizations and Communities (MSW 560)</b>     | This course addresses the development and implementation of community-level interventions that promote social justice and inclusive communities, and are sensitive to issues of diversity. It introduces macro practice theories and models and uses a systems perspective for understanding organizational and community change, in combination with an ethic of care. It prepares students for advanced practice within a broad array of community systems.   | Advocate for human rights, social, economic, and environmental justice.  |

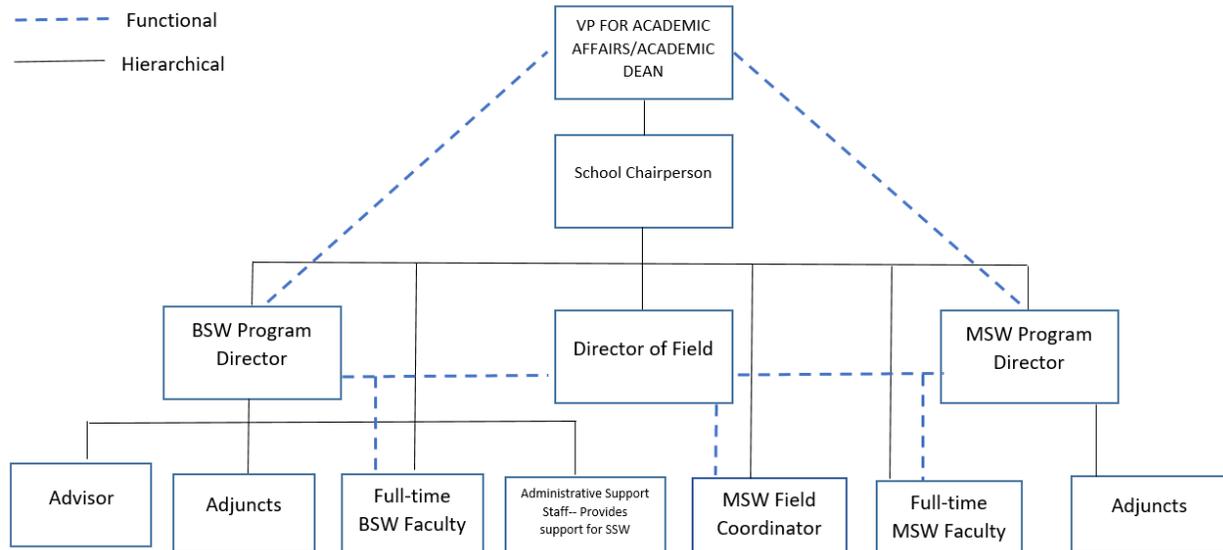
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| <b>Social Welfare and Policy Practice (MSW 570)</b>                       | Fundamental concepts and theories of social welfare policy are examined. The competing values and beliefs that influence social welfare policy are discussed and analyzed. An overview of the history of social welfare policy in the United States is explored. Social welfare policies and programs are examined within the context of the associated social problems. The themes of poverty, racism, sexism, homophobia, and other forms of oppression are addressed.                 | Be proactive in responding to the impact of context on professional practice.   |
| <b>Appreciation of Diversity and the Dynamics of Oppression (MSW 620)</b> | This course will examine how power and other dynamics manage and sustain oppression at the individual and institutional levels. Students will learn about the adaptive capabilities and strengths of marginalized groups and how such capabilities and strengths can be used in culturally competent social work practice.   | Synthesize the aspects of unique, and sometimes ambiguous, multifaceted situations, which are often laden with value conflicts. |
| <b>Field 2 Seminar (MSW 590)</b>  | This seminar course, the second in a series of four, gives students a chance to discuss the issues and dilemmas they face in the second-semester field placement. This course emphasizes the further integration of foundational practice skills with clients in a field agency. Engaging people from diverse groups, assessment, service planning, and evaluation will be emphasized. Students must complete a total of 250 clock hours – approximately two days per week for 16 weeks. |   |
| <b>Advanced Generalist Practice Curriculum</b>                            |  |   |
| <b>Course</b>   | <b>Classroom Knowledge</b>   | <b>Skills Applied in Field 3 (250 hours) and Field 4 (250 hours)</b>  |
| <b>Cognitive Behavioral Therapy (MSW 630)</b>                             | .This course presents the theoretical basis of cognitive behavior therapy, the principles of this therapeutic approach, its use in the context of brief treatment and managed care, and the associated techniques for promoting the behavior change process.   | Use evidence-based practice interventions and creativity to solve problems.<br><br>Engage in clinical social work.              |
| <b>Applied Research (MSW 660)</b>   | Students will apply a research design that contributes to the knowledge base of the profession. The focus of this course will be on the collection and analysis of data using statistical processes and dissemination of findings that improve practice, policy, and service delivery.   | Engage in scientific inquiry to advance knowledge building in the profession.   |
| <b>Psychopathology (MSW 580)</b>  | This course will introduce students to major mental disorders using the Diagnostic and Statistical Manual of Mental Disorders as the organizing framework. Students will learn differential diagnostic skills within the context of biopsychosocial-spiritual influences and ethno-cultural differences.   | Recognize, support, and build on strengths and resiliency of human beings.  |
| <b>Electives</b>  |  |   |
| <b>(MSW 641)</b>  | <b>Clinical Social Work with Children and Families</b><br>This course will use a social constructionist perspective to frame the conceptualization of problems experienced by children and families. Students will learn about the assessment and treatment of children and their families experiencing trauma through circumstances such as divorce, remarriage and the consequent formation of step-relationships, alcoholism and drug abuse, child abuse, family violence, etc.       | Use evidence-based practice interventions and creativity to solve problems.   |
| <b>(MSW 642)</b>  | <b>Organizational Leadership</b><br>This course prepares students to perform leadership functions in public, nonprofit, and faith-based human service organizations. The philosophy, principles and methods of leadership, supervision, funding, and human resource development are covered. Attention is given to agency structure, governance, and linkage to a community-wide service delivery system.  | Take leadership roles, both within their work environments and on behalf of the profession                                      |

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| (MSW 643)  | Spiritual Issues of Older Adults<br>This course helps students develop culturally competent skills for working with and understanding the spiritual worlds of older adults. Students will review theory related to faith development, as well as evidence-based practices. They will develop skills to assess and respond competently and ethically to the diverse spiritual and religious perspectives of adults in later life.   | Use evidence-based practice interventions and creativity to solve problems.                           |
| (MSW 644)  | Caritas in Action<br>This course prepares students to manage a grassroots campaign that addresses humanitarian crises, in the spirit of caritas – to serve the poor and to promote charity and social and economic justice. Domestic and/or international travel will be required and requires 100 face-to-face contact hours in the host agency.  | Take leadership roles, both within their work environments and on behalf of the profession            |
| (MSW 645x)   | Humanitarian Crises<br>Exploring the challenges and dynamics experienced by non-governmental organizations in complex emergencies and humanitarian crises, this course focuses on preparation for and participation in a full-scale multi-day training exercise based on the promotion of human rights advocacy, engagement in peacebuilding negotiations, and the provision of assistance in conflict, disaster, or humanitarian crisis situations.                     | Recognize, support, and build on strengths and resiliency of human beings                             |
| Field 3 Seminar (MSW 650)  | This seminar course, the third in a series of four, provides students with the opportunity to apply specialized macro practice skills that are necessary for a Master's level social worker in today's world. This course emphasizes specialized knowledge, values, skills, cognitive and affective processes, and behaviors necessary at the Master's level. Students must complete a total of 250 clock hours – approximately two days per week for 16 weeks.          |   |
| The Intersection of Poverty, Human Rights, and Caritas (MSW 600) | This course explores the social justice concerns associated with poverty and protections of human rights using a philosophy of caritas and a moral framework of the ethic of care. Students will learn how to synthesize, integrate, and translate the philosophy, values, ethics, and ethic of care as a context for social work practice. They will identify and initiate actions that improve the life conditions of people who are poor.                             | Conceptualize the broader implications of current practice situations and engage in related advocacy. |
| Motivational Interviewing (MSW 680)                              | This course presents the theoretical basis of motivational interviewing (MI), the principles of this counseling approach, and the key strategies for promoting the behavior change process.  | Use evidence-based practice interventions and creativity to solve problems.                           |
| Advanced Policy Advocacy (MSW 670)                               | This course gives students the opportunity to engage in policy advocacy to improve the resources and opportunities for marginalized groups of people within their own communities. Students will learn the skills, tasks, and competencies that are needed to bring about policy changes.  | Take leadership roles, both within their work environments and on behalf of the profession            |
| Field 4 and Seminar (MSW 690)                                    | This seminar course, the last in a series of four, provides students with the opportunity to apply specialized micro and mezzo practice skills that are necessary for a Master's level social worker in today's world. This course emphasizes specialized knowledge, values, skills, cognitive and affective processes, and behaviors necessary at the Master's level. Students must complete a total of 250 clock hours – approximately two days per week for 16 weeks. |   |
| Capstone Project (MSW 699)                                       | Students will investigate the micro, mezzo, and macro practice implications related to a case study. They will “integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being” (CSWE, 2015, p. 6).  | Take initiative to conceptualize problems at different levels of practice and intervene.              |

## Administrative Structure of the University



## Administrative Structure of the School of Social Work



# Admission to the Program

## Admission Criteria

Students who wish to apply to Brescia University's MSW program should submit the following:

### 1. An online application

- Includes a typed, personal statement, 3-4 pages, addressing the student's:
  - ability to use distance learning technology and preferred learning style;
  - motivations for applying to an MSW program and career goals;
  - examples of how the student's personal values are congruent with the values of professional social work
  - example of when the student sought supervision or consultation to resolve a difficult situation.
  - intentions for how to manage time in this rigorous program, which includes field practicum at least 2 days a week.

Students should use 12 pt., Times New Roman font, double spaced, with 1-inch margins. Students are urged to proofread for issues of spelling, grammar, organization, clarity of ideas, and following directions.

### 2. Official transcript showing

- an earned bachelor degree from a college or university accredited by a recognized regional accrediting association with the following:
  - completion of an Introduction to Social Work course with a minimum grade of C, or its equivalent. [Can be completed concurrently with a Conditional admission to the MSW program with MSW Program Director approval].
  - completion of a statistics course within the last 3 years with a minimum grade of C, or its equivalent. [Can be completed concurrently with a Conditional admission to the MSW program with MSW Program Director approval]

### 3. Minimum GPA of 3.0.

- We recognize that some applicants may be good candidates for the program, yet past circumstances in their lives or in the educational environment may have negatively affected their GPA. Upon written request, applicants with a marginally low GPA may be considered if they address remediation of the reason(s) for the low GPA and their ability to successfully manage the demands of a rigorous graduate program, including a field placement of at least two days a week. To demonstrate their academic readiness, students may choose to submit any or all of the following examples.
  - Successful completion of graduate course work
  - Strong GRE scores
  - Strong writing skills
  - Strong work history in human services (multiple years, with references).

4. Students for whom English is a second language must meet the minimum acceptable score for the Test of English as a Foreign Language (TOEFL)
  - 550 on the paper-based TOEFL, or
  - 79 on the iBT TOEFL

International students residing in the U.S. with a student visa (not work or dependent visas) are not eligible for this online program due to federal restrictions.

NOTE: The program reserves the right to require an online interview of any applicant for the purpose of clarifying if students meet the established evaluation criteria.

## Admission Criteria for Advanced Standing

A one-year Advanced Standing program is offered to qualifying applicants who earned a Bachelor of Social Work degree from a CSWE-accredited institution, (or from a college/university recognized through CSWE's International Social Work Degree Recognition and Evaluation Services), with a GPA of at least 3.2, within the last five years. Students must have completed at least 400 field hours. Application to the Advanced Standing program requires a copy of the applicant's satisfactory Final Field Evaluation OR a written recommendation from the Field Director or Field Instructor. To request Advanced standing, the applicant should specifically apply for this status on the website.

Minimum GPA of 3.2.

- We recognize that some applicants may be good candidates for the program, yet past circumstances in their lives may have negatively affected their GPA. Upon written request, applicants with a marginally low GPA may be considered if they address remediation of the reason(s) for the low GPA and their ability to successfully manage the demands of a rigorous graduate program, including a field placement of at least two days a week. To demonstrate their academic readiness, students may choose to submit any or all of the following examples.
  - Successful completion of graduate course work
  - Strong GRE scores
  - Strong writing skills
  - Strong work history in human services (multiple years, with references).

NOTE: The program reserves the right to require an online interview of any applicant for the purpose of clarifying if students meet the established evaluation criteria.

## Evaluation of Applications

The deadline for submission of applications (February 15<sup>th</sup>) is posted on the university's web site and included in advertising material. After the deadline, late applications will be considered, but acceptance will also be contingent on the time needed to arrange field placements.

1. Students complete an online application. They upload required documents and request official transcripts from previous institutions (to include the last 60 credit hours earned). The Director of BU Online reviews the applicant's file for the following:
  - a. GPA meets requirements or includes a request for exception.
  - b. Transcript received from attended colleges/universities where the last 60 credit hours were earned.
  - c. Completed application form
  - d. Typed personal statement
2. The Director of BU Online notifies the applicant when the application is complete.
3. After the deadline for submitting applications, the Director of BU Online forwards the completed applications to the MSW Program Director. The MSW Program Director and MSW faculty review the applications, using a rubric to evaluate the personal statement and GPA.

a. GPA scoring

| 2-Year Program   |
|--|
| 2.75 to 3.0 = 3 pts  |
| 3.1 to 3.5 = 4 pts   |
| 3.6 to 4.0 = 5 points  |
| GPA below 3.0 will require special consideration by faculty. |

- b. Personal Statement (scored with a rubric)
    - i. The personal statement is evaluated based the evaluation criteria (below), including following directions, writing skills, ability to use distance technology, how the student's professional behavior is congruent with social work values, and the ability to engage in self-reflection for professional growth. A rating of 1 on any item requires special consideration by faculty.
  - c. The scores for the GPA and the Personal Statement are summed.
4. Applicants are selected based upon score, evaluation criteria, and availability of space. When evaluating the content of the Personal Statement, faculty consider the following:

## EVALUATION CRITERIA

Students applying for admission to the MSW program will be evaluated based on the following:

1. Ability to follow directions.
2. Ability to learn at the graduate level.
3. Ability to use distance learning technology.
4. Professional behavior congruent with social work values and ethics.
5. Demonstrated interest in working with people.
6. Emotional maturity; stable mental/emotional functioning.
7. Good time management skills.
8. A foundational understanding of the social work profession.
9. Strong written communication skills.
10. Ability to seek assistance, support, or supervision when needed.
11. Potential to develop into a competent, ethical social worker.

5. The MSW Program Director notifies the Director of BU Online of the decision made for each application, within 30 days. BU Online notifies each applicant of the decision made.
6. It is possible that an applicant may meet or exceed all of the admission requirements, yet not be admitted into the program due to limited space. A student may appeal the decision only if he or she believes to have been discriminated against due to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation or tribal sovereign status.
  - a. The student should submit a letter of appeal to the MSW Program Director in writing within 10 working days of receiving the denial letter if he or she wishes to appeal the decision.
  - b. The student must explain why he or she believes to have experienced discrimination and offer evidence of discrimination.
  - c. The student's appeal will be reviewed by the MSW Program Director, BSW Program Director, and one social work faculty not involved in the original review of the application. The preponderance of the evidence standard will be used.
  - d. The student will be notified by the MSW Program Director of the decision within 10 working days of receiving the appeal.
7. If an applicant meets the eligibility criteria but is not admitted due to lack of available space, the applicant will be placed on a waiting list and given priority consideration for the next beginning cohort. The application will remain "active" on the waiting list for up to two semesters without the student needing to reapply. A student who meets the eligibility criteria, but is not able to start until three semesters later will be asked to submit a written statement discussing any changes that may have occurred in the interim.

Year: \_\_\_\_\_  
 2-Year Program \_\_\_\_  
 Advanced Standing \_\_\_\_

### Rubric for Assessment of MSW Application

Name: \_\_\_\_\_

### Rubric for GPA

| GPA | GPA         | Points | Score |
|-----|-------------|--------|-------|
|     | 2.75 to 3.0 | 3 pts  |       |
|     | 3.1 to 3.5  | 4 pts  |       |
|     | 3.6 to 4.0  | 5 pts  |       |

### Rubric for Assessment of Personal Statement

#### Directions for Personal Statement

- 3-4 pages,
- ability to use distance learning technology
- preferred learning style;
- motivations for applying & career goals

- examples of personal values congruent with SW values
- example of using supervision/ consultation
- plan to manage time, including field
- 12 pt, Times New Roman, doubled spaced, 1" margins

|   | Excellent<br>5  | Adequate<br>3  | Concerning<br>1   | Score |
|---|---|--|---|-------|
| Follows directions <ul style="list-style-type: none"> <li>▪ Addresses all items</li> <li>▪ Stays within page limit</li> </ul> | Answers all of the questions. Does not exceed page limit.   | Statement is 3-4 pages long. Answers all of the questions. Not fewer than 2 ½ and not more than 4 ½ pages.   | Does not answer all of the questions and/or disregards the directions in a significant way  |       |
| Writing skills  | Ideas are presented in an organized, concise manner and are clearly expressed. Grammar and punctuation have virtually no errors.                | Ideas are presented in an organized manner. They are clearly expressed. Grammar and punctuation have no more than a few errors that are minimally distracting. | Ideas are disorganized and/or vague in expression. Grammar and punctuation are poor with run-on sentences, sentence fragments, and lack of proper punctuation |       |
| Ability to use distance learning technology   | Reports advanced skills   | Reports adequate skills  | Reports needing assistance in this area.  |       |
| How professional behavior is congruent with social work values & ethics   | Identifies specific social work values and compares to personal values. Gives in-depth examples. Shows well developed critical thinking skills. | Identifies specific social work values and compares to personal values. Adequate depth and detail are given.   | Vague application of social work values or shows little knowledge of social work values.  |       |
| Ability to engage in self-reflection for professional growth.   | Gives compelling examples of how self-reflection benefitted professional growth.  | Describes self-reflection or gives an example of self-reflection.  | Does not make the connection between self-reflection and professional growth.   |       |
| Average Score   |   |  |   |       |

Comments:

Reviewer: \_\_\_\_\_ Total Score: \_\_\_\_\_

## Waiver of Courses with Demonstrated Achievement

Some students may have graduated from a BSW program but their GPA prevents them from qualifying for Advanced Standing. These students may apply for the full 2-year MSW program.

Baccalaureate social work graduates who enter the MSW program will not repeat what has been achieved in the BSW program. We do not waive practice courses because students can always improve and learn in this area despite having taken them in their BSW program. In addition, our generalist practice courses lay a foundation for the Cognitive Behavioral Therapy, Motivational Interviewing, and Advanced Practice courses in the specialization year. Our Ethics course also is not waived because of its focus on care ethics and because it lays a foundation for more in-depth application of the *caritas* philosophy in the specialization year.

However, students who have achieved success in the following knowledge- or theory-based courses do not need to repeat them. Students who earned a grade of B or higher in the following courses from a CSWE-accredited program, within the past five (5) years may request a waiver of these course requirements for the MSW degree.

- Human Behavior in the Social Environment
- Social Welfare and Policy Practice
- Research Methods

The student should submit a written request to the MSW Program Director to waive one or more of these Generalist courses. The student should attach a copy of the course syllabus, which clearly identifies the institution and should submit proof of the grade earned. A graduate elective course must be taken for each course that is waived. Thus, waiving a course does not change the overall number of credits required for graduation.

## Experience in Lieu of Academic Credit

The program does not grant social work course credit for life experience or previous work experience under any circumstances.

## Transfer Credits

The MSW program may accept transfer of graduate credits under certain circumstances. Only courses in which the student received a B grade or higher are eligible for transfer. Any courses to be transferred into the program must be completed prior to the student's acceptance into the Brescia University MSW Program. Once a student is accepted into the program, any courses taken subsequently at another institution cannot be transferred. Transfer credit requests will be considered as follows:

**Transfer of credits from non-CSWE accredited programs** (*for example, graduate courses taken in a related area such as psychology or sociology*):

A student may request the transfer of up to six (6) graduate credit hours into the MSW Program. Transfer courses must be reasonably equivalent to, and substitute for, Generalist-level courses; or they may be accepted as elective credits. Only courses in which the student received a B grade or higher are eligible for transfer. Equivalency is evaluated on a course-by-course basis and accepted upon the recommendation of the MSW Program Director and based upon the following criteria:

- Official transcript
- Course syllabi, which include the name of the school, instructor's name, instructor's degree, course content, student learning objectives, and methods of assessment.
- Course grade of A or B

OR

**Transfer of credits from CSWE-accredited programs:**

Students who have completed some graduate courses in a CSWE-accredited MSW program (but did not complete the program) may request to have up to 27 credits transferred, with no more than 6 of those 27 credits substituting for Specialization year courses. Transfer courses must be reasonably equivalent to Brescia MSW courses; or they may be accepted as elective credits. Equivalency is evaluated on a course-by-course basis and accepted by the MSW Program Director and faculty based upon the following criteria:

- Official transcript
- Course syllabi, which include the name of the school, instructor's name, instructor's degree, course content, student learning objectives, and methods of assessment.
- Course grade of A or B

OR

**Transfer of Generalist year credits en masse**

Most MSW programs offer Generalist-level courses in the first year and specialization courses in the second year. However, Generalist programs are seldom, if ever, identical. A student who has completed an entire Generalist-level curriculum in a CSWE-accredited MSW program may request transfer of the entire Generalist year's credits, en masse, without the courses being identical to Brescia's generalist level year. However, in this instance, the following conditions must be met:

- a. A review of the official transcript reveals a CSWE-accredited Generalist curriculum which is comparable to Brescia's Generalist year and in the opinion of the MSW Program Director and faculty, substantially prepares graduate students to begin the Specialization year by teaching Generalist competencies.
- b. Students will not repeat courses in the Specialization year that have been accepted for transfer. In some cases, students may need to take additional electives in the Specialization year. The courses accepted for transfer en masse must not interfere

- with the integrity and rigor of Brescia University's Specialization year in the opinion of the MSW Program Director and faculty.
- c. Students may be asked to take MSW 500 as their elective in the Specialization year.
  - d. All Generalist year courses were completed no more than 5 years ago and the student earned a grade of A or B in each course
  - e. A Final Field Evaluation documents at least 400 field hours and demonstration of social work competencies at an acceptable level. The sending program's Director of Field may be contacted for clarifications and questions.
  - f. All course syllabi, which include the name of the school, instructor's name, instructor's degree, course content, student learning objectives, and methods of assessment are reviewed.
  - g. The sending program must be accredited or otherwise approved by CSWE.
  - h. The MSW Program Director of the sending school must verify that the student is in good academic standing at that school, understands and follows the NASW Code of Ethics, and has the writing skills necessary for graduate school. Good academic standing" is defined as a) not being on academic probation, and b) maintaining a 3.0 GPA in graduate courses.

### **Field Education**

The program strongly prefers that field education requirements be completed at Brescia University. However, transfer of credits for field education requirements will be considered in rare circumstances. Students must, in all cases, complete MSW 690 Field 4 and Seminar at Brescia University.

### **Residency Requirement**

Students must complete a minimum of 24 credits from the Specialization year at Brescia University to graduate. In rare instances, students may request an exception by contacting the School of Social Work.

## **Authentication of Identity**

Upon acceptance into the MSW program, students must complete the following before they will be allowed to register for classes.

- Submission of a copy of a non-expired photo ID (do not send original) (NOTE: If you do not have access to a photo ID, please let the Director of the MSW Program know this and we will discuss possible alternative forms of identification. It is not our intention to exclude specific applicant groups. Because this is an online program, we are merely trying to authenticate student identity;
- A synchronous, online (with webcam), introductory meeting with the student's advisor or other faculty that may be recorded for the purpose of authenticating student identity.

## Criminal Record

Please note that students who cannot pass a criminal record check in a field practicum agency may not be able to pass the field component for the Master of Social Work degree, and therefore will not graduate from Brescia University with an MSW. Students with a criminal record may not be able to secure a field practicum placement. The Brescia University Social Work Program does not perform criminal background checks, but most field agencies do. Students in this situation are encouraged to disclose this information during the application process.

Students should also be aware that some state/jurisdictional licensing bodies ask about the criminal record history of an applicant who is applying for social work licensure. Students are encouraged to consult their state's requirements for social work licensure.

## Explicit Curriculum

The explicit curriculum is the program's formal educational structure. It includes both classroom and field education. Classroom courses are delivered online using synchronous and asynchronous technologies. Every course requires participation via webcam and microphone in a synchronous, weekly chat. Field education takes place in the student's community.

**MSW DEGREE REQUIREMENTS:** The candidate must

1. Complete all course work with a grade point average of 3.0 (B);
2. Complete all field education requirements
3. Earn 60 hours of credit and complete all course and field requirements (or 30 hours of credit for advanced standing students)

### Formulation of the Curriculum

At the program's onset, the curriculum was developed by the MSW Program Director; reviewed by the Social Work Program's faculty and Chair of the Behavioral Sciences Division; and approved by the Curriculum and Standards Committee, chaired by the Academic Dean. The curriculum was informed by a student survey completed in Spring of 2015 identifying students' areas of interest, and by the U.S. Bureau of Labor's statistics related to the projected need for social workers in the United States through 2025. The curriculum is also designed to help students develop competence in nine areas identified by CSWE.

### Planned Course of Study

| <b>Generalist Year</b>                                     |               |   |               |
|--|---------------|---|---------------|
| Semester 1   | Credits       | Semester 2  | Credits       |
| (MSW 500)<br>Ethical Decision Making in Social Work        | 3             | (MSW 550)<br>Social Work Research Methods                       | 3             |
| (MSW 510)<br>Human Behavior in the Social Environment      | 3             | (MSW 560)<br>Practice with Organizations & Communities          | 3             |
| (MSW 520)<br>Professional Writing and Documentation        | 2             | (MSW 570)<br>Social Welfare & Policy Practice                   | 3             |
| (MSW 530)<br>Practice with Individuals, Families, & Groups | 3             | (MSW 620)<br>Appreciation of Diversity & Dynamics of Oppression | 3             |
| (MSW 540)<br>Field 1/Seminar                               | 3             | (MSW 590)<br>Field 2/Seminar                                    | 4             |
| <b>TOTAL</b>   | <b>14 cr.</b> | <b>TOTAL</b>  | <b>16 cr.</b> |

| <b>Specialization Year</b>   |               |   |               |
|--|---------------|---|---------------|
| Semester 3   | Credits       | Semester 4                                | Credits       |
| (MSW 600)<br>Intersection of Poverty, Human Rights & Philosophy of Caritas | 3             | Elective                                  | 3             |
| (MSW 580)<br>Psychopathology   | 3             | (MSW 670)<br>Advanced Policy Advocacy     | 3             |
| (MSW 680)<br>Motivational Interviewing for Addictive Behaviors             | 3             | (MSW 630)<br>Cognitive Behavioral Therapy | 3             |
| MSW 660<br>Applied Research  | 3             | (MSW 690)<br>Field 4/Seminar              | 4             |
| (MSW 650)<br>Field 3/Seminar   | 4             | (MSW 699)<br>Capstone Project             | 1             |
| <b>TOTAL</b>   | <b>16 cr.</b> | <b>TOTAL</b>                              | <b>14 cr.</b> |

## Course Descriptions

### **Ethical Decision Making in Social Work (3 cr)**

**MSW 500**

This course provides students with an exploration of values, ethical issues, and theory, and teaches the use of a systematic decision making process to resolve ethical dilemmas. Students will apply this process to practice issues with individuals, families, groups, organizations, and communities. Emphasis on ethic of care and caritas.

### **Social Work in Criminal Justice (3 cr)**

**MSW 509**

This course provides an investigation of criminal behavior, sanctions, and rehabilitation of offenders. Implication for social work practice within the criminal justice system is discussed. Course may be taken as either undergraduate or graduate elective, but not both.

*(Elective; dual listed as SW 309)*

### **Human Behavior in the Social Environment (3 cr)**

**MSW 510**

This course examines the theoretical underpinnings for understanding the bio-psycho-social-spiritual dimensions of human development across the life cycle. Social and economic marginalization of groups will be discussed, as well as values and ethical issues. Students will use conceptual frameworks to inform understanding of people and their social environments.

### **Death and Dying (3 cr)**

**MSW 512**

This course explores the study of death and dying in American society, changes in attitudes and norms, future trends, and services to clients and families. Course may be taken as either undergraduate or graduate elective, but not both.

*(Elective; dual listed as SW 312)*

### **Writing and Documentation (2 cr)**

**MSW 520**

Students will develop written communication skills necessary in a variety of micro, mezzo, and macro practice settings. They will learn to effectively and professionally write documents that

are necessary in a changing environment of regulatory requirements, risk of legal liability, and funding source requirements.

**Practice with Individuals, Families, and Groups (3 cr) MSW 530**

This course provides the foundation for social work practice with individuals, families and groups. It teaches practice skills using a problem-solving process underpinned by caring theory. Special emphasis will be given to engaging, assessing, planning with, and evaluating individuals, families, and groups of diverse populations. Completion of this course prepares students to begin more advanced practice courses in the specialization year.

**Field 1/Seminar (3 cr) MSW 540**

This seminar course, the first in a series of four, gives students a chance to integrate the theoretical knowledge, values, and abilities they are learning in the classroom within the dynamic context of a human services agency. Self-awareness; professional use of self; empathy and genuineness; identification with social work values; professional, ethical behavior; and the effect of social welfare policies upon clients will be examined. Students must complete a total of 150 clock hours—approximately two days per week for 10 weeks. Proof of professional liability insurance is required prior to beginning the practicum.

**Child Abuse & Neglect (3 cr) MSW 541**

This course is designed to provide a comprehensive introduction to child abuse and neglect from a social work perspective. Social workers in all professional work settings must know how to identify child maltreatment and domestic violence. Students will learn the family dynamics and indicators of maltreatment and effective interventions on the micro and macro level. Additionally, students will learn the extent of the problem, its effects on children, treatment issues, the social worker's role in a multidisciplinary team approach, and how to advocate for individuals and families. Course may be taken as either undergraduate or graduate elective, but not both.

*(Elective; dual listed as SW 400)*

**Social Work Research Methods (3 cr) MSW 550**

This course introduces the scientific approach to knowledge building and how it applies to practice. Students will learn about the formulation of research questions/hypotheses, operational definitions of research constructs, IRB approval, sampling methods, experimental and quasi-experimental designs, threats to validity, statistical methods, quantitative and qualitative inquiry, data analysis and research report writing. Students will also be introduced to community needs assessments and program evaluation.

**Practice with Organizations and Communities (3 cr) MSW 560**

This course addresses the development and implementation of community-level interventions that promote social justice and inclusive communities, and are sensitive to issues of diversity. It introduces macro practice theories and models and uses caring theory and a systems perspective for understanding organizational and community change. Completion of this course prepares students to begin more advanced community practice courses in the specialization year.

**Social Welfare and Policy Practice (3 cr)****MSW 570**

Fundamental concepts and theories of social welfare policy are examined. The competing values and beliefs that influence social welfare policy are discussed and analyzed. An overview of the history of social welfare policy in the United States is explored. Social welfare policies and programs are examined within the context of the associated social problems. The themes of poverty, racism, sexism, homophobia, and other forms of oppression are addressed.

**Psychopathology (3 cr)****MSW 580**

This course will introduce students to major mental disorders using the Diagnostic and Statistical Manual of Mental Disorders as the organizing framework. Students learn and practice differential diagnostic skills within the context of biopsychosocial-spiritual influences and ethno-cultural differences.

**Field 2/Seminar (4 cr)****MSW 590**

This seminar course, the second in a series of four, gives students a chance to discuss the issues and dilemmas they face in the second-semester field placement. This course emphasizes the further integration of generalist practice skills with clients in a field agency. Engaging people from diverse groups, assessment, service planning, and evaluation will be emphasized. Students must complete a total of 250 clock hours – approximately two days per week for 16 weeks.

**The Intersection of Poverty, Human Rights, and Caritas (3 cr)****MSW 600**

This course explores the social justice concerns associated with poverty and protections of human rights using a philosophy of caritas, caring theory, and a moral framework of the ethic of care. Students will learn how to synthesize, integrate, and translate the philosophy, values, and ethic of care as a context for social work practice. They will identify and initiate actions that improve the life conditions of people who are poor.

**Appreciation of Diversity and the Dynamics of Oppression (3 cr)****MSW 620**

This course will examine how power and other dynamics manage and sustain oppression at the individual and institutional levels. Students will learn about the adaptive capabilities and strengths of marginalized groups and how such capabilities and strengths can be used in culturally competent social work practice.

**Cognitive Behavioral Therapy (3 cr)****MSW 630**

This course presents the theoretical basis of cognitive behavior therapy, the principles of this therapeutic approach, its use in the context of brief treatment and managed care, and opportunities to practice the associated techniques for promoting the behavior change process.

**Clinical Social Work with Children and Families (3 cr)****MSW 641**

This course will use a social constructionist perspective to frame the conceptualization of problems experienced by children and families. Students will learn about the assessment and treatment of children and their families experiencing trauma through circumstances such as divorce, remarriage and the consequent formation of step-relationships, alcoholism and drug abuse, child abuse, family violence, etc.

*(Elective)*

**Organizational Leadership (3 cr) MSW 642**

This course prepares students to perform leadership functions in public, nonprofit, and faith-based human service organizations. The philosophy, principles and methods of leadership, supervision, funding, and human resource development are covered. Attention is given to agency structure, governance, and linkage to a community-wide service delivery system. *(Elective)*

**Spiritual Issues in Later Life (3 cr) MSW 643**

This course helps students develop culturally competent skills for working with and understanding the spiritual worlds of older adults. Students will review theory related to faith development, as well as evidence-based practices. They will explore the diverse spiritual and religious perspectives of adults in later life. Course may be taken as either undergraduate or graduate elective but not in both programs.  
*(Elective; dual listed as SW 443)*

**Caritas in Action (3 cr) MSW 644**

This course prepares students to manage a grassroots campaign that addresses humanitarian crises, in the spirit of caritas –to serve the poor and to promote charity and social and economic justice. Domestic and/or international travel will be required and requires 100 face-to-face contact hours in the host agency.  
*(Elective)*

**Humanitarian Crises (1 cr) MSW 645x**

Exploring the challenges and dynamics experienced by non-governmental organizations in complex emergencies and humanitarian crises, this course focuses on preparation for and participation in a full-scale multi-day training exercise based on the promotion of human rights advocacy, engagement in peacebuilding negotiations, and the provision of assistance in conflict, disaster, or humanitarian crisis situations. *(Elective; Prerequisites: Completion of the Generalist year or Advanced Standing; Permission required.)*

**Field 3/Seminar (4 cr) MSW 650**

This seminar course, the third in a series of four, provides students with the opportunity to apply specialized practice skills that are necessary for a Master's level social worker in today's world. This course emphasizes specialized knowledge, values, skills, cognitive and affective processes, and behaviors necessary at the Master's level. Students must complete a total of 250 clock hours – approximately two days per week for 16 weeks.

**Applied Research (3 cr) MSW 660**

This course is a compilation of prior learning and coursework. Students will have a basic understanding of research design (qualitative, quantitative, and single subject) and data analysis. Students will apply and synthesize this knowledge and present findings to their agencies. Students conduct a program evaluation to assess the extent to which an agency maintains a culture of caritas. Students provide recommendations for strengthening such a culture.

**Advanced Policy Practice (3 cr)****MSW 670**

This course gives students the opportunity to engage in policy advocacy to improve the resources and opportunities for marginalized groups of people within their own communities. Students will learn the skills, tasks, and competencies that are needed to bring about policy changes.

**Motivational Interviewing for Addictive Behaviors (3 cr)****MSW 680**

This course presents the theoretical basis of motivational interviewing (MI), the principles of this counseling approach, and the key strategies for promoting the behavior change process. Students apply and demonstrate skills.

**Field 4/Seminar (4 cr)****MSW 690**

This seminar course, the last in a series of four, provides students with the opportunity to apply specialized practice skills that are necessary for a Master's level social worker in today's world. This course emphasizes specialized knowledge, values, skills, cognitive and affective processes, and behaviors necessary at the Master's level. Students must complete a total of 250 clock hours – approximately two days per week for 16 weeks.

**MSW Capstone Project (1 cr)****MSW 699**

Students investigate the micro, mezzo, and macro practice implications for a social problem or service delivery system. They will “integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being” (CSWE, 2015, p. 6).

## Succeeding in the Program

### Attendance

Students are expected to attend all classes. The interactions between students and between students and instructors are a major contributor to engagement and student learning. A student missing 20% or more of the scheduled class meetings for a course may be denied credit for that course unless there are extenuating circumstances *and* the student demonstrates adequate comprehension of course content. Each instructor is free to set individual class attendance standards in the class syllabus, so long as they are in keeping with the spirit of a student-centered culture.

Completion of 900 clock hours in Field education (500 for Advanced Standing) is not negotiable. Students must make up any hours missed to complete the requirement, even with the presence of extenuating circumstances.

## Distance Education

The MSW program is delivered via distance education technology using a combination of synchronous and asynchronous activities. It is the student's responsibility to meet the technical requirements (e.g., frequent internet access, use of webcams, headsets, etc.).

Courses are not self-paced. Students must follow the course schedules included in the syllabi and/or Moodle course pages and must meet the assignment deadlines designated by the instructor.

All synchronous chats and assignment deadlines are in the Central time zone unless otherwise specified.

## Problem Resolution

While most people dislike conflict, the profession of social work requires skills in communicating, working with others, and working out disagreements. Distance education, in particular, requires special consideration of communication and problem-solving with others to avoid misunderstandings, convey accurate meaning, and use a professional tone. Students are expected to use the chain of command to resolve differences and work out conflicts. The student should begin the process by discussing the issue with the person directly involved whenever possible, as encouraged by the NASW Code of Ethics. If the situation remains unresolved, the student should bring up the issue with the person at the next level of the hierarchy. For example, it is never appropriate for students to take a concern directly to the President or Board of Trustees. For classroom/university issues, the student should generally proceed in the order of Peer, Course Faculty, Advisor, MSW Program Director, Division Chair, Academic Dean, and President. For field issues, the student should generally proceed in the order of Task Supervisor, Field Instructor, Field Liaison, Director of Field Education, MSW Program Director, Division Chair, etc. It may be helpful to refer to the school and university organizational chart. Students are encouraged to speak up and advocate for themselves, as long as it is done in a professionally responsible manner.

## Student Grievances/Appeals

A grievance constitutes a formal complaint contesting a perceived injustice of a specific action or judgment imposed directly upon a student by a Brescia University official or an officially sponsored University organization. Students may file grievances for academic issues, administrative issues, and discrimination issues. Please refer to the established procedure outlined in the [Brescia University Student Handbook](#).

## Satisfactory Academic Progress

Performance in courses is evaluated and communicated through formative and summative, graded and ungraded assignments, and feedback from the course instructor, field supervisor, and peers.

Candidates for an MSW degree are required to maintain a cumulative graduate GPA of 3.0. If the student's cumulative graduate GPA falls below 3.0, the student will be placed on academic probation and must meet the standard by the end of the following semester. A student who completes the program with a GPA that is below 3.0 will not graduate from the program.

## Passing a Course

Students are strongly encouraged to become familiar with each course syllabus at the beginning of the semester. The syllabus represents an agreement between the student and the instructor.

To pass a course, students must complete all of the course requirements. This includes chat sessions, discussion boards, and other assignments. Each assignment is an integral part of the student's learning or assessment of learning. Students who do not complete all assignments may be denied credit for the course at the instructor's discretion (with MSW Program Director approval), regardless of grade in the course.

## Repeating a Course

A course with a grade of D or F must be repeated. An individual course may only be repeated one time. The better of the two grades received will be considered the permanent grade. If after completing the following semester (with a minimum of 12 credit hours), the student has not regained a 3.0 cumulative GPA, s/he may be dismissed from the program.

## Student Leave of Absence

If a student realizes that she or he is unable to continue in the program due to personal, financial, or medical circumstances, the student may request a Leave of Absence per [University policy](#).

## University Email and Picture

Upon enrollment at the University, students are provided with a Brescia University email account which will be used by the University to send official communications to the student. Each student is responsible for any such official information sent to him/her by the university

administrators, faculty and staff. Students are advised to check their university email account inbox on a regular (daily is recommended) basis. Students can expect all correspondence from full time and adjunct faculty to come to them from their Brescia email accounts.

Students should consider email to be a form of professional communication and compose messages accordingly. Unlike Twitter or texting, students should begin the message with the person's name, and write the message using complete sentences, capitalization, and punctuation. Students should be aware that it is easy to miscommunicate tone in emails. Taking the time to think over an email before sending, especially a message about which a student has strong feelings, is one way to avoid later regrets.

As soon as you are assigned a university email address, please add your picture to the account. This helps us to better identify each other, builds a sense of community, and contributes to authentication of emails.

## Profile Picture in Moodle

When logging in to Moodle, students are asked to complete the profile page. Most importantly, students should upload a picture of themselves. The picture does not have to be professionally done – a cell phone can be used to capture it. But it should have only the student in it (no spouses, friends, children), and it should present the student in a professional light. That means no suggestive poses, revealing clothing, or unprofessional activities.

## Unsatisfactory Academic or Professional Performance

Generally, in cases of unsatisfactory progress, a Student Support Plan will be developed. MSW faculty support all students and want them to succeed. However, ultimately, it is the student's responsibility to meet the requirements of the program.

If a student does not reach a satisfactory level of performance of the CSWE competencies, he or she may be dismissed from the program. Generally dismissal occurs after unsuccessful efforts to help the student achieve satisfactory performance. In rare instances, however, a student may be dismissed from the program apart from the process of a Student Support Plan (e.g., a situation where the student caused harm to others or created a dangerous situation, behavior that is explicitly threatening, illegal behavior, etc.). A student may appeal dismissal from the program through the University's grievance procedure.

A student who has been dismissed from the program due to unsatisfactory academic or professional performance may reapply after one complete semester has passed. The student must submit a written statement that addresses the reasons for poor performance and explains in detail how the student intends to successfully complete the program. The request for readmission must be approved by the MSW faculty (by consensus) and the MSW Program Director.

**Unsatisfactory academic or professional performance** is defined as

- Earning a D or F in any course
- Earning a GPA below 3.0
- Not demonstrating social work competence, as defined by CSWE.
- Violating the NASW Code of Ethics, including plagiarism.

## Implicit Curriculum

### Adult Learning Theory and Expectations of Students

Adults and children learn differently. In research about the ways that adults and children learn, Knowles found that the adult learner learns best by being able to direct his/her own learning, using the ability to draw upon life experiences, and focusing on real-world problem solving. He recognized that adult learning is motivated by intrinsic factors. Kapp (2017) termed this *andragogy*, the art and science of adult learning. Knowles made a distinction andragogy and pedagogy, with the latter being the art and science of child learning. Carpenter-Aeby and Aeby (2013) noted the similarities between andragogy, “being learner-centered,” and social work, “being client centered” (p. 12).

Many baccalaureate programs that tend to serve students who are less mature may be characterized by a great deal of directed learning, the requirement to memorize and recall facts, being walked through assignment expectations in great detail, and what faculty often refer to as “hand-holding.” At the graduate level, however, students are expected to be more mature, responsible, and independent in their learning. Consistent with adult learning theory, students in this program should expect courses to generally be characterized by an explanation of the *reasons* for teaching specific skills (rather than the expectation to follow faculty direction of learning without question), a greater focus on skills to be learned (rather than rote memorization), the opportunity to solve real-life problems, and information that is or will be of immediate use in the field.

#### References

- Carpenter-Aeby, T., & Aeby, V. G. (2013). Application of andragogy to instruction in an MSW practice class. *Journal of Instructional Psychology*, 40(1), 3–13.
- Knowles, M. S. (1980). My farewell address . . . andragogy—no panacea, no ideology. *Training & Development Journal*, 34(8), 48–50.
- Svein, L. (2017). Alexander Kapp – the first known user of the andragogy concept. *International Journal of Lifelong Education*, 36(6), 629–643.

### Professionalism

As a social worker, students represent to the world not only themselves, but Brescia University and the entire social work profession. Fair or not, the demeanor of individual social workers is often used to cast judgment upon our entire profession. Professionalism is a multidimensional

construct. It includes things like maintaining a learner-oriented attitude, following agency and community norms, being punctual, following a work schedule, following the dress guidelines of the field agency, using the chain of command to address concerns and conflicts, upholding social work values, and using verbal, written, and electronic communication skills that are clear, respectful, and error-free.

## Ethical Behavior and NASW Code of Ethics

Social work students are expected to follow the [NASW Code of Ethics \(2017\)](#), applicable laws and regulations, and school and agency policies. When these things conflict, students are expected to discuss the issue with their field instructor and/or faculty. Students should use supervision and consultation to guide professional judgment and behavior.

## Academic Integrity

Integrity is a core value of social work. The NASW Code of Ethics states that “Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.” The consequences for academic dishonesty will depend upon the severity of the action, and may include the following:

- F for the assignment
- F for the course (with MSW Program Director approval)
- Referral to the Academic Dean, who may impose additional penalties, including academic probation, suspension from school, or expulsion from the school.

Plagiarism is defined as the deliberate claim of another’s ideas, work, words, or ideas as one’s own, without properly documenting and crediting the original source. Per the [University](#) catalog, purchasing or copying another’s work and using it as one’s own, cheating on tests, refusing to do one’s share of the group work for which all will receive the same grade, not doing one’s own homework, and using a paper/assignment completed for one class as a paper/assignment for another class are examples of academic dishonesty. Having another person write or significantly contribute to a student’s own assignment or consulting publisher test banks are additional examples. Students at the master’s level are expected to know what constitutes academic dishonesty and when to ask clarifying questions. Students are expected to report instances where they believe that others have cheated or plagiarized. Please help us to maintain a community culture of honesty and integrity. Written assignments must follow the current Publication Manual of American Psychological Association (APA) style guide.

## Diversity

The program provides a learning environment that respects and welcomes diversity. Diversity is not a code word for race. It is understood as the complex intersectionality of multiple factors such as age, class, color, culture, disability and ability, ethnicity, gender, gender identity expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Diversity is represented within the institution, the social work program faculty, the student body, field placements and their clientele, and course assignments and readings. A strength of our online program is that because we accept students from all 50 states, we have a broad representation of our society that enriches the experiences of all.

## Learning Differences and Inclusiveness of the Learning Environment

We recognize that students learn differently based upon their strengths and abilities. We strive to stimulate interest and motivation for learning, to present information and content in different ways, and to explore the different ways that students can express what they know. For example, when presenting material through video, we make every effort to use videos that have closed-captioning, so that students who learn best by watching and students who learn best by reading text will have optimal access to learning opportunities. When selecting podcasts, we prefer to use those that are accompanied by a written transcript. In addition, accommodations are always made for qualifying students with documented disabilities.

## Academic Advising

Professional advising is provided by social work faculty who are knowledgeable and experienced professional educators. Advisors help students achieve their academic goals for their chosen career path by maximizing learning opportunities and socializing students to the profession. A student must meet with the assigned advisor prior to registration in the Fall and Spring semesters. The first advising session must be synchronous and face-to-face (Using Skype, Adobe Connect, etc.). Afterward, advising may occur using whatever technology is mutually convenient (e.g., email, in-person, telephone, Facebook [a professional account-only], Twitter [a professional account-only], etc.). Registration and schedule changes (adding, dropping, or withdrawing from a class) cannot occur without the advisor's permission.

Advisors also provide the professional or academic support students may need to succeed in the program. They are available to provide support to students and help with problem-solving, such as time management and referral to outside resources. They work with advisees who are making unsatisfactory progress to assess the situation, develop a plan, and participate in a review that helps students identify their strengths, the areas they need to improve, and identifies the resources and supports necessary.

The specific responsibilities of students include:

1. Schedule a meeting with the advisor to assess progress toward the degree.
2. Understand the contents of the *MSW Program Manual for Classroom and Field*.
3. Consult the FAQ's posted on the school's webpage as needed.
4. Notify the advisor in a timely way if experiencing a problem.
5. Communicate with your advisor.

The specific responsibilities of the advisors include:

1. Discuss with students their class schedules.
2. Provide feedback to students regarding their readiness to enter the profession.
3. Provide mentoring and guidance to students, related to the social work profession.
4. Refer students with personal problems to appropriate resources.
5. Respond promptly to communications from students.

# Student Participation and Representation

## Student Rights & Responsibilities

Students have these rights (not all inclusive)

- To be treated with respect by faculty, staff, and other students
- To be an active participant in own learning
- To have work evaluated fairly without judgment that is prejudicial or arbitrary
- To organize in areas of interest to students
- To self-advocate through proper channels
- To file a grievance for unjust actions

Students have these responsibilities (not all inclusive)

- To respect faculty, staff, and other students
- To identify and pursue own educational needs and interests
- Use constructive feedback to improve skills
- To advocate for social justice through actions, not just agreement
- To use proper channels to engage in problem solving and self-advocacy
- To become competent, ethical, compassionate social workers

## Student Evaluation of Courses

Every online course has a link for an end-of-semester course evaluation. Course evaluations are anonymous and shared with faculty without identifying information. Faculty use feedback from students to shape the course for future students and improve the overall curriculum.

## National Association of Social Workers (NASW)

[NASW](#) is the primary organization that represents and advocates for the profession. NASW has student rates for membership, and we encourage students to explore this resource. The purpose of the organization is to strengthen and unify the profession, promote the development of social work practice, and advance sound social policies.

## Students as Stakeholders

We value the opinions of students. In an effort to use all available resources to address challenges and continuously improve the program, current students and graduates are encouraged to provide guidance and feedback on program policies. Students are encouraged to participate in the formulation and modification of program policies. They use the following avenues to do so:

- Formal and informal discussions with individual faculty.

- Formal and informal discussions with the MSW Program Director.
- Use of the MSW Moodle page to communicate concerns, recommend changes, identify issues or social problems of mutual concern, and organize in their own interests.
- Participation in the process for faculty selection and hiring.
- Completion of a student survey at the end of the final semester in the program.
- Completion of a student evaluation of field in the spring semester.

## Phi Alpha Honor Society

The purpose of [Phi Alpha](#) is to “promote a closer bond among students of social work and promote humanitarian goals and ideas.” To be eligible, MSW students must have completed 9 semester hours of required social work graduate courses or at least 37.5% of the total hours/credits required for the graduate degree, whichever is later achieved, and rank in the top 35% of their class. The dues are currently \$50 for lifetime membership.

## Social Work Club

The Social Work Club is open to any student embracing the values of the social work profession. The Social Work Club participates in local service projects, community development, and educational activities. The club meets twice a month, and distance education students may participate in meetings through synchronous technology. Club meetings are also recorded and posted on Moodle for members who are unable to attend meetings.

## Saint Paul’s Mission

The School of Social Work has had an enduring relationship for over 20 years with Saint Paul’s Mission, which serves Navajo families in Crownpoint, New Mexico. Students are encouraged to participate in our annual fundraiser, Soup Day. Funds raised help to support a toy shop, where families can pick out toys for their children at Christmas.

## Social Media

Social media can be a valuable tool in networking with other professionals as well as engaging in social advocacy. However, students are encouraged to be informed about the ways in which use of social media may conflict with the professional image they are trying to portray. Casual responses to others, the people or organizations they “follow” or “favorite,” even their grammar and punctuation, all reflect on students’ professional personas.

Students should not post any information about clients or any derogatory information about the school or the field agency. Even information about clients that excludes obvious identifying information like their name is not appropriate.

When students have a social media presence, everything posted may become available to colleagues, clients, faculty, field agency staff, future employers, and the public. Consider the permanency of posting and long-term implications when using social media.

## Social Media and Technology Use

*“Social media and other forms of electronic communication are inextricable from social work practice today, and social work educators need to prepare students to use, manage, and shape how these tools will affect their interactions with clients and other professionals.”*

Dr. Laurel Hitchcock, University of Alabama at Birmingham

The use of technology and social media is a part of social work practice. We want to provide some guidance to help you avoid problems that could affect your future career. Because technology is a rapidly changing field, it is not possible to list all of the possible modalities; however, it includes, but is not limited to, the following applications:

- Cell phones
- Texting
- Email
- Screenshots
- Web pages
- Facebook
- Twitter
- YouTube
- Instagram
- Tumblr
- Snapchat
- LinkedIn
- Pinterest
- Blogspot
- Reddit

There is an exciting potential to use online networks and websites to develop professional networks, to learn about local, national, and international resources; to participate in advocacy efforts, to understand the political climate, to access professional podcasts, and to engage in continuing professional education.

Social workers are even beginning to use technology to provide services and interventions to clients online and to use the internet to engage in research activities that build the knowledge base of the profession. Emerging areas of practice are online counseling, video counseling,

cybertherapy, self-guided online interventions, etc. Technology and social media are tools that can be incredibly useful to you as a professional, but their use must be ethical and well considered.

On the other hand, technology and social media misuse can expose you to ethical dilemmas and legal liability. It can harm clients, damage your credibility, and ruin your career. You can be sued, have your personal life exposed forever, and portray the profession poorly, which affects all of us.

The MYC School of Social work supports the use of social media in professional contexts as long as use is consistent with the NASW Code of Ethics, school and agency policies, and applicable laws. Misuse of social media will be addressed by the program in the same way that other ethical violations are addressed.

### Follow the Code of Ethics

- You are expected to follow the NASW Code of Ethics, which includes online communications. The latest Code of Ethics was ratified in 2017. Passages relevant to social media and electronic communications include, but are not limited to:
  - Informed Consent (d), (e), (f), (g), (i).
  - Competence (d), (e)
  - Cultural Awareness and Social Diversity (d)
  - Conflicts of Interest (e), (f), (g), (h)
  - Privacy and Confidentiality (i), (l), (o), (q), (r)
  - Access to Records (b)
  - Sexual Relationships (a)
  - Sexual Harassment
  - Derogatory Language
  - Interruption of Services
  - Respect (for Colleagues) (b)
  - Sexual Relationships (Supervisors/Educators and Students) (a)
  - Sexual Harassment (Colleagues)
  - Supervision and Consultation (dual/multiple relationships)
  - Education and Training (d)
  - Client Records (a)
  - Private Conduct
  - Evaluation and Research (f)

### Build an online identity

- Take a close look at your own personal online identity. Evaluate the information and images that are available to others and how it may affect your professional identity. Review security settings and take precautions to protect yourself. Be aware that even if you keep your security settings “private,” information can still be shared by others to the

rest of the world. Even if you remove something from a social media site, it is still available through caches.

- Be aware that you represent the profession of social work and your behavior as a student reflects on Brescia University. Unless you are given specific permission, you are not authorized to speak on behalf of the university or the social work program.
- Take great care to promote yourself and your profession in a positive light. Avoid posts that may be misunderstood when taken out of context. Clients (and sometimes employers) will conduct an online search of you. Your pictures, your posts, your favorite causes, the groups you participate in, all say something about you, your interests, and sometimes your biases.
- Separate personal and professional online content.

### Respect others

- Speak respectfully about Brescia University, MYC School of Social Work, your agency, or its employees. When speaking about clients *in a general way*, always be respectful and use person-first language. (e.g., “our agency provides services to people who have committed sex offenses,” not “our agency serves sex offenders.”)
- Do not post text or images that insult, harass, bully, or criticize other professionals. Do not post text or images that create a hostile work or learning environment.
- Follow [Brescia University’s policy on use of social media](#). Do not set up a social media account using Brescia’s name without approval from the Public Relations Office.

### Maintain professional boundaries: Client privacy and confidentiality.

- In macro practice, it may be acceptable to conduct an online search related to the agency, organization, state, etc.
- In micro/mezzo practice, do not conduct an online search of clients (except in a compelling circumstance that is approved in advance by your supervisor).
- Do not discuss information about clients online, even if you are “disguising” their identities. In some communities, it doesn’t take much information for readers to identify clients.
- Do not “friend” clients (or past clients) and do not allow them to “friend” you. Do not share your personal email address or personal phone number with clients.
- Faculty are not able to be your “friend” on FB because it is considered a dual relationship, per the NASW Code of Ethics. Whether they will engage in this after your graduation is handled by faculty individually.

## Application to Field placement

- During the orientation phase, ask about the agency's policy with regard to technology, electronic communications, and social media use. Ask questions. For example, "What is the policy on communicating with clients by email, posting about the agency or its clients," etc.? Always follow the agency's policy.
- Discuss issues related to social media openly with your supervisor as they come up. Social media is a changing field.
- Do not access your personal media sites on agency time.

# University Policies

## Learning Management System – Moodle

Moodle is the learning management system used by the University. The agency that manages Moodle, maintains the server, provides technical support, etc., is Learning House. The login instructions for Moodle are as follows:

1. Go to [bu.learninghouse.com](http://bu.learninghouse.com)
2. The initial username is your Brescia email address (firstname.lastname@brescia.edu).
3. The initial password is the six-digit number on your Brescia ID card.
4. Users will be prompted to change their password upon successful login.
5. Courses may be accessed using the “My Courses” tab.

If you have any issues or problems accessing your homepage please contact the Learning House 24/7 helpdesk at: 1-800-985-9781 or [support@learninghouse.com](mailto:support@learninghouse.com)

## Academic Calendar

The academic calendar for MSW classes is sent to you from the Program Director. Please note that the semester schedules for online courses and for traditional classroom courses on campus are not necessarily the same. Classes begin on August 12 for the fall semester. Classes begin on January 6 for the spring semester.

## Incomplete Grades

An instructor may record of grade of “I” to indicate the student has not completed course requirements due to extenuating circumstances. Failure to remove the Incomplete within the first six weeks of the following semester (excluding summer sessions) will result in an automatic “F” (or alternatively posted grade) for the course. It is the student’s responsibility to arrange for the completion of the work in consultation with the instructor for the course.

An instructor may record a grade of “I” to indicate that the student has not completed the required number of field hours if the lack of completion is due to factors outside the student’s control. If approved by the Field Instructor and Field Liaison, it is the student’s responsibility to arrange for the completion of the field hours within a designated time frame, up to a maximum of six weeks from the end of the semester.

## Dropping and Adding Courses

Students who have not attended any or all of their chat sessions during the “Drop/Add” period (first week of classes) will be administratively dropped from non-attended courses.

## Human Subjects in Scholarly Research

The purpose of Brescia University’s Institutional Review Board (IRB) is to protect the rights, dignity, welfare, and privacy of human research subjects at the University by adhering to the principles of the Belmont Report and the regulations of the Department of Health and Human Services (DHHS) (FA 04.10.07). The IRB must review all research involving human subjects *before* it is initiated. If a student believes the proposed research should be exempt (e.g., existing data, no risk.), it is up to the IRB to make this decision.

## Harassment

Brescia University does not condone harassment of any kind, against any group or individual, because of race, color, religion, national origin, ethnic identification, age, disability, genetic information, gender or sexual orientation. In addition, the School of Social Work does not tolerate harassment of individuals or groups based on class, culture, ethnicity, gender, gender identity and expression, sex, immigration status, marital status, political ideology, religion/spirituality, or tribal sovereign status. The University’s ability to achieve its mission is dependent on the cooperative efforts of its faculty, staff and students. For such cooperation to exist, an atmosphere of professionalism, marked by mutual trust and respect is essential. Harassment, conduct which violates this atmosphere, is unprofessional, illegal and unethical. It is unacceptable behavior and will not be tolerated. Brescia University prohibits such conduct by anyone including but not limited to faculty, staff, students, managers, supervisors, co-workers and non-employees such as visitors, vendors and contractors.

## Accommodations for People with Disabilities

In accordance with Titles VI and IX, the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990, Brescia University will not discriminate against any student, employee, or applicant to become such, on the basis of race, color, religion, gender, national origin, age, or disability.

Brescia University strives to provide an accessible campus where all students are comfortable, productive and independent. Brescia provides accommodations for students with documented disabilities who have academic needs and provide documentation to the Academic Disability

Coordinator, who will then facilitate the process. NonVisual Desktop Access (NVDA) is a screen reader that also converts online text into Braille. Other resources for people with disabilities can be found on the MSW Moodle page.

Resources related to free screen readers can be found on the MSW Moodle page. Narrator is a screen reader that is embedded in Windows 10.

## Application for Graduation

Students planning to graduate in May should complete an Application for Graduation by the preceding *October*. For more information, contact the [Registrar](#).

## Celebration of Excellence

Generally held in April, the Celebration of Excellence is your opportunity to display outstanding examples of social work scholarship. Students work with a faculty mentor, who supports and guides their project. In the MSW program, students may submit work completed in the Capstone Project or other courses. Online students will present their work remotely.

## Commencement

We would like to celebrate your success with you, and we welcome MSW students to receive their diplomas at the commencement ceremony held annually in May. If it is at all possible, please come! However, we realize that geographic distance may prevent some students from attending who would like to. Commencement is also streamed live, so students can attend virtually if they prefer.

# Resources

## Professional Licensure

Brescia University School of Social Work strongly supports students getting their professional license after graduation. Each state legislates the requirements for licensure or certification of social work in that state. Students should educate themselves about [the requirements in their respective states](#) and plan to apply for licensure after graduation. The [Association of Social Work Boards](#) is the organization that administers the licensing exam in all states.

## Reimbursement of License Examination Fee

We strongly encourage graduates to become licensed/certified in the state where they will practice, so we are pleased to be able to offer reimbursement of the fee that students pay to the Association of Social Work Boards to take the licensing exam, up to a maximum of \$230. Students should submit to the MSW Program Director their statement of the passing score issued at the testing center, along with a receipt for their payment of the exam (within 3 years of graduation). Non-passing grades will not be reimbursed.

## Information Technology (IT)

The Brescia University IT Department is committed to providing, supporting, and facilitating high quality networking, computing, voice communications and other information services for all Brescia University students, staff and faculty. Members of the IT staff are readily available to answer any questions you may have and can be easily reached by visiting the [IT Helpdesk](#).

## Library

The Fr. Leonard Alvey Library is an invaluable resource to all MSW students. The library provides access to multiple databases, print media, electronic journal access, streaming videos, and more. For assistance, students can [contact the library](#) via email, phone, or text. They can request books, journal articles, and audio visual materials from over 16,000 libraries through [Interlibrary Loan](#), usually at no cost to students. [LibGuides](#) are available to help students access databases, find journal articles, and cite sources. [See additional information](#) for helping online students access library resources. The Distance Education Librarian is [Maura O'Donaghue](#), (270) 686-4213. The library staff with social work expertise is [Carrie Mann](#), (270) 686-4212. All databases are accessible to people with disabilities.

## School of Social Work Website

Please bookmark the university's web page for the [MYC School of Social Work](#) and the [Master of Social Work Program](#). You will find important information about policies & procedures, as well as resources for social workers.

## Campus Ministry

The public presence and purposeful action of the Catholic Church on campus is embodied in the [Campus Ministry](#). All people at Brescia share responsibility for the common good and for keeping the dignity and worth of human beings at the center of the university's planning and decision-making. To support this effort, Brescia employs a Campus Minister on the Student Development Staff. To promote religious worship and encourage prayer as a normal, integral part of a student's life, Campus Ministry coordinates liturgies, prayer services, and Bible study programs. Campus Ministry offers periodic retreats and other programs to heighten students' awareness of social justice and community responsibility.

## Campus Counseling Center

Do not underestimate the level of stress involved in completing a graduate program. We are sensitive to the personal traumas experienced by students in the course of their lives. As a student-centered university, the [Campus Counseling Center](#) staff provide support and guidance in dealing with the problems of life and school. Professional staff are available during the class day and by appointment on evenings and weekends. Do not downplay your concerns. If they are serious to you, they are serious to us.

# Field Education

## The Signature Pedagogy of Social Work

The importance of the field instruction component in the social work curriculum is reflected in the Council of Social Work Education's 2015 Educational Policy and Accreditation Standards. Field education is the signature pedagogy for social work and the manner in which future practitioners are educated and socialized to the profession.

Field instruction is an element of the formal curriculum that teaches future social workers to think, to reflect, and to act ethically and with integrity. The field placement provides opportunities for generalist and specialized practice opportunities that allow students to apply theoretical and content knowledge that they learn in the online classroom setting.

Classroom instruction and the Field Practicum are interrelated and hold equal importance in the preparation of professional social workers. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria that measure performance of the operationalized social work competencies. The courses Field 1, Field 2, Field 3, and Field 4 are taken in successive semesters. Field 1 and Field 2, in the Generalist year, are taken sequentially in the same agency. Field 3 and Field 4 are taken sequentially in a different agency. The purpose of this is to broaden the learning experience for students. Exceptions to this must receive special approval from the Director of Field Education.

The program requires field education in both semesters of the Generalist year (400 hours) and in both semesters of the Specialization year (500 hours). In addition to clock hours spent in an agency, each Field course requires participation in a concurrent weekly seminar. Field instruction allows the student to integrate the “knowing” and “doing” of professional practice. The seminars provide a setting where students discuss ideas and professional concerns, seek information from peers and program faculty, provide a forum for class-field learning integration, and offer the opportunity to process the frustrations, questions, and challenges of daily practice. Ethical decision-making is processed and discussed, and continuing education and growth is fostered by discussion.

## Glossary of Field Terminology

**Director of Field Education:** The Director of Field Education provides overall management of the Field Education component of the MSW Program. The Director of Field Education, along with the MSW Program Director, approves all Field placements, The Director of Field Education serves as the nexus between the student, the Field Agency, the Field Instructor, and Field Liaison.

**MSW Field Coordinator:** The MSW Field Coordinator is a faculty member who helps the Director of Field Education to implement the field education program.

**Field Instructor:** The Field Instructor is a social worker who holds Masters of Social Work Degree from a CSWE accredited program plus two years of post-master's experience and who will supervise the field student's practicum. The Field Instructor provides a minimum of two hours per week of direct supervision/consultation. The Field Instructor will be on-site at the Field Agency.

**Field Liaison:** Field Liaisons are Brescia University faculty assigned to teach the weekly seminar component of Field Education. Field Liaisons ensure that the student's internship experiences are educational and meet established learning objectives by integrating curriculum content and student activities within the Field Agency. Field Liaisons oversee the student's progress in connecting CSWE competencies and skill development through discussion, assignments, and evaluation of the student's progress. Field Liaisons are responsible for assigning a grade for the course.

**Task Supervisor:** In rare and pre-approved instances, a Task Supervisor may be used in the event a Field Agency does not have a social worker on staff who meets CSWE education and/or practice experience requirements for Field Instructors. Task Supervisors are Field Agency employees who work in conjunction with an outside MSW, who provides Field instruction. Task Supervisors maintain regular contact with the Field Instructor in arranging activities and monitoring a student's progress in the Field Placement.

**Field Placement/Internship/Practicum:** The Field Placement or Internship is an integral part of the social work student's formal education requirements, consisting of an ongoing work assignment at an agency or organization providing services, and which allows the student to apply social work theory, values, ethics, and competencies to practice. The Field Placement is directly supervised by the Field Instructor.

**Field Seminar:** Field Seminar is the academic component of the social work student's Field education. In addition to the Field Placement/Internship, students are required to attend the weekly Field Seminar online class, which is designed to integrate curriculum content with direct practice knowledge and experiences.

**Learning Plan** (sometimes referred to as the Learning Contract): Similar to a treatment plan or service plan commonly used at social service agencies, the learning plan is just that: a plan for what experiences the student will engage in to achieve Student Learning Outcomes.

## Learning Experiences in Field: Generalist Practice

The field education program provides generalist practice opportunities for students in the Generalist year to demonstrate social work competencies with individuals, families, groups, organizations, and communities. All Generalist Practice field placements provide students with the following learning experiences:

- a. Opportunities to learn and practice generalist social work, including micro, mezzo, and macro approaches grounded in a person-in-environment framework, using critical thinking at all levels and a range of empirically-supported interventions.
- b. Regular weekly supervision to discuss the integration and application of classroom learning and to maintain ethical practices.
- c. Timely orientation and observational experiences so that students may move quickly into supervised direct service responsibilities.
- d. Opportunities to participate in the problem-solving or planned change process over time so they can experience the process of engagement, assessment, intervention, and evaluation.
- e. Opportunities to work with and on behalf of clients from marginalized populations and advocate for human rights, social, economic and/or environmental justice.
- f. Encouragement to identify and address the impact of context on professional practice.
- g. An environment in which to engage in critical reflection upon their practice and the development of a professional identity as a social worker.
- h. Supervision that emphasizes and supports ways to build on strengths, resiliencies, and the unique gifts of all human beings in ways that promote their well-being.
- i. Encouragement and support to engage diversity and build cultural competence.

## Learning Experiences in Field: Advanced Generalist Practice

The field education program provides advanced generalist practice opportunities for students in the Specialization year to demonstrate social work competencies with individuals, families, groups, organizations, and communities. All Advanced Generalist Practice field placements provide students with the following learning experiences.

- j. Opportunities to further develop the depth and breadth of generalist skills.
- k. Opportunities to engage in clinical social work. NASW offers this definition: “Clinical social work is a specialty practice area of social work which focuses on the assessment, diagnosis, treatment, and prevention of mental illness, emotional, and other behavioral disturbances.” (NASW, n.d., para 1).
- l. Responsibilities to solve problems using creativity and evidence based practices rather than to complete assigned discrete tasks.
- m. Apply direct practice skills in more complex situations, especially in multi-system settings such as school, home, child welfare, adult welfare, community agencies, etc.
- n. Engage in leadership activities (e.g., run a staff meeting, host an interagency conference, mobilize a group for planned change, etc.).
- o. Identify issues from direct practice that could be positively affected by broader, systemic change and engage in related advocacy.
- p. Engage in scientific inquiry.
- q. Navigate and resolve complex ethical issues.

### Reference

NASW. (n.d.). [Clinical social work](https://www.socialworkers.org/practice/clinical-social-work). Retrieved from <https://www.socialworkers.org/practice/clinical-social-work>

## Roles and Responsibilities

The importance of an appropriate field setting cannot be overemphasized as it is in this context that a student seeks to fulfill experiential learning needs, and develop practice skills. Without the partnership of the Field Agency, the social work program would be unable to meet its educational goals and fulfill its mission.

### Field Agency

The Field Agency in which the student is placed and Brescia University become partners in preparing students for professional generalist and advanced generalist social work practice. The Field Agency provides the student with the opportunity to apply the knowledge, test the theory, and practice the skills learned in the classroom.

An agency is expected to

- Have a well-established and well-organized service delivery system. Within this system, the student will be expected to fulfill responsibilities appropriate to the MSW experience.
- Recognize the importance of the field instruction process and make arrangements for the Field Instructor to provide the student with consultation. The Field Instructor should allow for a minimum of two hours per week in scheduled consultation on issues related to the field practicum.
- Select field instructors who meet the CSWE accreditation criteria and can satisfactorily perform the responsibilities of field instructor.
- Provide a safe workspace, the educational support necessary for student learning, and the supplies and physical space needed to carry out assigned tasks.

### Brescia University

The University is expected to

- Provide practicum agencies with the policies that describe the objectives, content, policies, and procedures of the field education program.
- Support the Field Agency in its efforts to provide educationally-directed field experiences.
- Provide orientation, training, and consultation to field instructors and other appropriate field agency staff about field education.

- Provide field agencies with information about each prospective student's interests and related work/volunteer experiences.
- Collaborate with practicum agencies on decisions about student placements.
- Maintain ultimate responsibility for the administration of field education, including decisions which will affect the progress of the student such as grades, credits, and field hours in the agency.
- Provide a designated member of the faculty to serve as Field Liaison for each student placement.
- Establish policy and procedures to resolve student, field instructor, agency, or faculty field instructors' disagreements.
- Verify that students have liability insurance coverage.

## Students

Students are expected to

- Find a suitable agency in the student's community that is able and willing to meet the requirements of the program.
- Work with the agency Field Instructor and Field Liaison to develop and follow a Learning Contract that meets the educational needs of the student.
- Develop an agenda for regular supervisory conferences.
- Notify the faculty Field Liaisons as quickly as possible of any concerns or discrepancies at the practicum that cannot be mutually resolved between students and Field Instructors.
- Maintain a learner attitude, being open to new information, approaches, and ideas.
- Follow the NASW Code of Ethics.
- Bring experiences from Field to the Seminar for discussion, protecting the confidentiality of clients.
- Master the technology used by the agency.
- Follow the policies and procedures of the agency and conform to agency norms.
- Maintain student liability insurance.

- At the end of the Generalist and Specialization years, fill out a questionnaire regarding the student experience at the agency assigned. [Continued use of approved agencies/Field Instructors is dependent on the agencies' ability to meet the educational needs of the field practicum students.]
- Students are *not* expected to pay a fee to receive supervision from a Field Instructor. Students who are asked to do so are urged to contact Brescia's Director of Field Education.

## Field Instructors

Field Instructors work at agencies and are responsible for the field experiences of students who are placed in those agencies. Field Instructors are primarily responsible for providing the educational experiences and feedback that build competence and socialize students to the profession. It is recognized that Field Instructors offer their time and expertise to support their profession and prepare new practitioners.

Field Instructors are expected to

- Provide to the Brescia University Director of Field Education their resume, reflecting their education and work experience. They are also asked to review field training and orientation materials, which will be provided by Brescia University.
- Hold a CSWE-accredited master of social work degree *and* have at least 2 years post-master's social work practice experience. In rare cases where a social worker with these credentials is unavailable, alternative supervision arrangements may be made using both a Task Supervisor within the agency and a qualified Field Instructor external to the agency.
- Meet with the Field Liaison at periodic intervals to discuss practicum assignments and student performance.
- Initiate consultation with the Field Liaisons as soon as possible if either the student, Field Instructor, or Agency experience difficulties that may interfere with the student's placement.
- Participate in school-sponsored trainings, meetings, or online resources as needed.
- Orient the student to the practicum, including introduction to staff, the facility, office procedures, information management systems, agency mission, funding, organizational chart, services provided by the agency, client demographics, practice methods, the agency's place in the social service network, and policies and procedures related to safety.
- Provide the student with ongoing evaluation and feedback of his or her practice.

- Create an environment in which the student feels safe to explore and learn.
- Act as a role model to the student.
- Collaborate with the student and Field Liaison to develop a Learning Contract that will help the student integrate classroom knowledge with the field experience.
- Assign readings, process recordings, or other learning assignments as needed and as appropriate.
- Hold the student accountable to the NASW Code of Ethics.

## Task Supervisors

Task Supervisors are employed by the agency, may or may not have an MSW, and are responsible for supervising the student's day-to-day activities. All agencies will not necessarily use a task supervisor. Occasionally, after prior approval, a student may be placed in an agency that is unable to provide onsite social work supervision. In such cases, the agency and the Director of Field Education will work together to locate a qualified social worker to provide off-site instruction and supervision. This person will be the official "Field Instructor." The Task Supervisor is an employee of the agency and provides task supervision.

The Task Supervisor is expected to

- Participate with the student, Field Instructor, and Field Liaison in developing the student's learning contract.
- Supervise, monitor, and evaluate the student's performance on assignments.
- Help the student in understanding the agency's structure, mission, goals, services, policies, and procedures.
- Identify and provide resources within the agency to help the student complete assignments specified in the learning contract.
- Aid the student in problem solving.
- Help the student to understand the culture and political structure of the agency, including relationships with colleagues, staff, and other professionals.
- Provide ongoing feedback to the student, and periodic feedback to the Field Instructor and Field Liaison.

## Director of Field Education

The Director of Field Education is expected to

- Approve all agency field placements. Approval is dependent upon the agency's willingness to accept students and to provide the necessary opportunities and experiences for achieving the educational outcomes of the program. The Director of Field Education will
- Provide assistance and consultation on issues related to the field practicum.
- Take a lead role in developing, reviewing, and evaluating all components of the field education curriculum.
- Approve Field Instructors and Task Supervisors.
- Provide orientation and training materials to Field Instructors and Task Supervisors.
- Resolve problems that affect field education of students.
- Provide guidance as needed that helps students to successfully complete field education.

## Field Liaisons

Field Liaisons are faculty employed by the University who teach the Field Seminar. Field Liaisons are expected to

- Maintain contact with the Field Instructor through conference calls, synchronous face-to-face meetings, e-mails, and mid-term and the end-of-semester evaluations. In the event a problem should arise requiring the Field Liaison's attention, additional agency contact via emails and conference calls will occur.
- Evaluate the student's performance in the practicum and assigns grades, in collaboration with the field instructor and the student.
- Inform and consult with the Director of Field Education about field-related problems that may require intervention.
- Help the student to make connections between classroom knowledge and its application in the field experience.
- Facilitate student peer support, sharing, peer consultation, and analysis of practicum experiences.
- Act as a role model to promote professional, ethical practice.

# Agency Assignments

## Selection of Agencies and Field Instructors

Students are responsible for procuring appropriate field agency settings with qualified Field Instructors for the field practicum requirement. When selecting possible field agencies, students should take into consideration the learning opportunities available within the agency and how those learning opportunities fit within their desired professional goals. Following are criteria for selection of field agencies:

1. The field agency must have a solid commitment on the part of the administrator and Field Instructor to provide professional learning opportunities in partnership with the Brescia University MSW program.
2. The field agency must be willing to designate a qualified Field Instructor and allow for a minimum of 2 hours per week of direct supervision/consultation.
3. The field agency must provide services within the scope of professional social work.
4. The field agency must accept students without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability, or genetic information.
5. The field agency must allow students to actively participate in the overall agency programs and activities where appropriate and conducive to the student's learning experience.
6. Field Instructors and Task Supervisors must have no current or previous social or familial relationship with the student or other conflicts of interest that pose a risk of exploitation or harm to the student.
7. The field agency supports the NASW Code of Ethics.

As a condition of accepting students into the agency for the field experience, the Agency Administrator will review and sign the Memorandum of Agreement, as will the Director of Field Education and the Vice President for Academic Affairs (VPAA)/Academic Dean of Brescia University.

At the mid-term and final evaluation meeting between the student, Field Instructor and Field Liaison, the student is given an opportunity to discuss any pertinent issues regarding the field placement learning experience. An openness for constructive criticism is encouraged by both the agency Field Instructor and the Field Liaison.

## Admission to Field

Prior to formal admittance to Field, practicum students must provide verification of individual student/professional liability insurance coverage in effect during the time of field practicum. A student will not be allowed to begin participating in field practicum at an agency until proof is

submitted to the Director of Field Education. The following documentation must be provided to the Director of Field Education before any placement will be approved:

1. Application to Field 1 or Field 3, as appropriate.
2. Proof of professional liability insurance

## Student Orientation to Field Education

Students must complete the orientation modules in Seminar (in Moodle) prior to completing any hours in Field 1. The orientation modules will include topics such as NASW Code of Ethics, the process for resolving conflicts, documentation requirements, etc. At the agency, the Field Instructor is responsible for orienting the student to the agency. Field Instructors are encouraged to use the orientation checklist to guide their activities.

## Reassignment – Termination Procedures

In the event that the need for reassignment arises after the student is in placement, the outcome will depend upon the nature of the problem. If the agency is unable to continue to offer educational opportunities and the student is doing acceptable work, the Director of Field Education may approve an alternate reassignment as quickly as possible.

If the student is asked to leave the agency, the agency Field Instructor is requested to state in writing the reasons for the termination after discussing with the Director of Field Education and the student. The decision by the agency to terminate a student is final. If the student wishes to pursue a reassignment, he or she must submit in writing a request for reassignment and will be asked to address the concerns of the terminating agency. The “Request for Re-Assignment” form is found in the appendices. The Director of Field Education will convene with the MSW Program Director and the student’s advisor (or one other faculty member to make a total of 3 people) to review the request for reassignment and assess readiness for reassignment. If the student does not concur with the decision of the committee, the student can appeal as specified in the Brescia University Student Handbook. In all cases, reassignment is contingent on the availability of an appropriate placement. We hope the use of this procedure will be rare and that regular communication between parties will usually facilitate problem-resolution.

Students requesting reassignment for reasons other than those addressed above must submit their request in writing, and the request will be reviewed by the above committee. Students are to submit reassignment requests only after serious consideration. Reassignments are not granted without helping the student to address the problem using the chain of command at the agency. In addition, any reassignment is contingent on the availability of an appropriate substitute placement.

Reasons for termination from Social Work Field Education and/or the Social Work Program, other than the above mentioned, may be found in this document under the heading of Unsatisfactory Academic and Professional Performance.

## Field Placements in a Student's Employing Agency

When assigning a student to a field practicum, the primary consideration is whether or not the opportunity to meet the learning objectives of the field component is present. Additionally, the importance of ensuring that each student has a wide range of new professional learning experiences and responsibilities is a vital concern. This is especially a concern when a student wishes to be placed in an agency in which the student is currently employed. The following criteria must be met for this circumstance:

**1. New Learning Experiences**

The student's time must be spent in new learning experiences other than those required for employment. The learning activities in the field placement must be distinctly separate from the student's responsibilities as an employee.

**2. Distinctly separate hours from employment**

Students must be willing to put in the additional time to meet the educational requirements for field practicum. The hours students spent in the field placement and the hours spent in employment must be distinctly separate.

**3. Different supervisors.**

The employing agency must be willing to provide supervision of those learning experiences needed to fulfill the requirements of field practicum. The supervisor for the field placement must be different than the employment supervisor. This supervisor must be a social worker with a master's degree and at least two years of social work practice experience.

**4. The student must present a written proposal to the Director of Field Education for approval. The proposal must include plans for and verifications of how the three criteria above will be met. It must be signed and dated by the student, agency supervisor and potential social work practicum supervisor.**

**5. A student may not use activities from employment to count toward the required field hours or satisfy the requirements of the Learning Contract.**

**6. The student must complete the MSW Program on Job Practicum Application and submit to the Director of Field Education for approval.**

## Criteria for Successful Completion of Field

### Monitoring Students

Evaluation should be an on-going part of the field practicum. The Field Instructor and Field Liaisons should keep the student informed of his/her progress through student conferences and supervision sessions.

Agency Field Instructors are expected to meet with the student on a weekly basis for a minimum of two hours per week. The Field Instructor monitors the student's progress regarding the learning objectives set by the student and Field Instructor, answers questions related to the field practicum, and discusses with the student any issues that may arise regarding the field practicum. Field Instructors/students are encouraged to contact the Director of Field Education should problems arise that require assistance. The Field Instructor evaluates the student at mid-term and at the end of the semester. The evaluations are shared with the student and with the Field Liaison. The purpose of the formal evaluations is to examine the student's strengths and weaknesses, accomplishments, and the student's performance and growth regarding the learning objectives. A grade of pass or fail is determined by the Field Liaison, based on the student's performance in the field practicum, in the field seminar, and written assignments. All forms are found within the appendices.

Each student shall keep an accurate record of the time spent in the agency by keeping an activity log as well as filling out a weekly time sheet. The student must sign and date each time sheet before it is turned in. The student's attendance at the agency, according to the schedule worked out with the Field Instructor, is the unequivocal responsibility of the student.

### Field 1/Seminar

Criteria for Admission to Field. Even though a student has registered for Field 1/Seminar, he or she may not begin hours in Field until completing the required orientation modules in Seminar (in Moodle). The Seminar instructor will let students know when they are approved to begin Field hours.

To pass Field 1/Seminar

- Complete all assigned Learning Tasks per the Learning Contract.
  - A rating of 1 or 2 (requires a Remediation Plan).
- Complete assigned tasks in Seminar by due date.
- Complete 150 clock hours.

Any of the following will result in a failing grade for Field 1/Seminar:

1. Rating of 1 in 100% of tasks on the Learning Contract for any one Competency
2. Any seminar assignments are not completed
3. 25% or more of assignments are turned in late

4. Completing fewer than 150 clock hours

## Field 2/ Seminar

Students must pass Field 1 to proceed to Field 2.

To pass Field 2/Seminar

- Complete all assigned Learning Tasks per the Learning Contract with a rating of 3 or above.
- Complete assigned tasks in Seminar by due date.
- Complete 250 clock hours.

Any of the following will result in a failing grade for Field 2/Seminar:

1. Rating of 1 or 2 for any task in the Learning Contract
2. Any seminar assignments are not completed
3. 25% or more of assignments are turned in late
4. Completing fewer than 250 clock hours

## Field 3/Seminar

Students must pass Field 2 (or must be admitted to advanced standing) to proceed to Field 3.

To pass Field 3/Seminar

- Complete all assigned Learning Tasks per the Learning Contract.
  - A rating of 1 or 2 (requires a Remediation Plan).
- Complete assigned tasks in Seminar by due date.
  - Complete 250 clock hours.

Any of the following will result in a failing grade for Field 3/Seminar:

1. Rating of 1 for 100% of tasks in the Learning Contract for any one Competency
2. Any seminar assignments are not completed
3. 25% or more of assignments are turned in late
4. Completing fewer than 250 clock hours

## Field 4/Seminar

Students must pass Field 3 to proceed to Field 4.

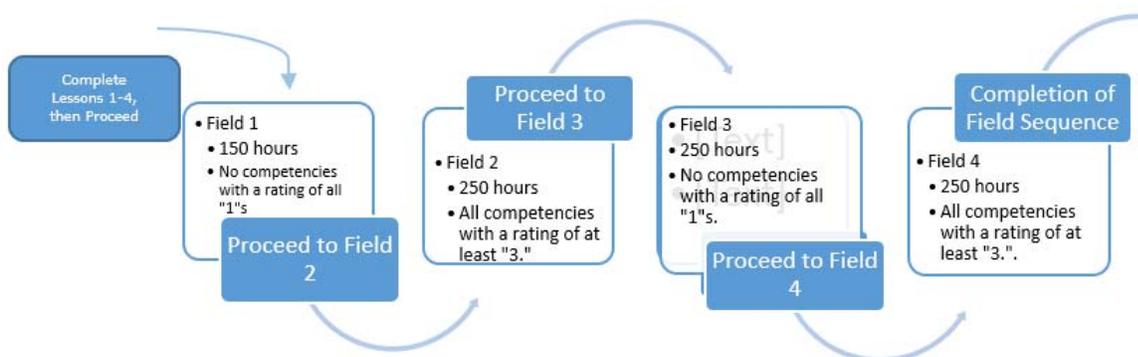
To pass Field 4/Seminar

- Complete all assigned Learning Tasks per the Learning Contract with a rating of 3 or above.
- Complete assigned tasks in Seminar by due date.
- Complete 250 clock hours.

**IMPORTANT:** To pass Field 4/Seminar and graduate from the program, students must rate a 3 or above in all areas of the Learning Contract.

Any of the following will result in a failing grade for Field 4/Seminar:

1. Rating of 1 or 2 for any task in the Learning Contract
2. Any seminar assignments are not completed
3. 25% or more of assignments are turned in late
4. Completing fewer than 250 clock hours



\*\*\*Please note that students who cannot pass a criminal record check in a Field Agency may not be able to pass the field component for the Social Work degree. It may be difficult for a student with a criminal record to obtain a field practicum placement. Students are encouraged to disclose this information at the time of admission to the program. Students who cannot complete the field education requirements will not receive the MSW degree.

## Clock-Hour Requirements

Field 1: 150 hours in Semester 1 (generalist)

Field 2: 250 hours in Semester 2 (generalist)

Field 3: 250 hours in Semester 3 (advanced generalist)

Field 4: 250 hours in Semester 4 (advanced generalist)

The hours required in each semester are not negotiable. When developing a work schedule with the Field Instructor, students should be aware that life events and illness sometimes interfere, and to plan accordingly to give the student time to make up any hours at the end of the semester.

Students may not do a block placement in which the bulk of hours are completed in a very short time span. Field hours may not be completed before the semester begins or after it ends. Field placements may not be done in the summer.

## Travel Reimbursement

The University does not provide any travel reimbursement for students traveling to their field practicum assignments. However, some agencies reimburse students for any agency related travel. If they do not, students are responsible for all expenses incurred. In some cases, unreimbursed expenses may place a heavy financial burden on students. It is hoped that this would be a rare occurrence, and we ask supervisors to keep this in mind when planning assignments. Transportation problems that interfere with student practicum responsibilities should be brought to the attention of the Director of Field Education.

## Transporting Agency Clients

The Brescia University Social Work Program DOES NOT allow field practicum students to transport clients in their private vehicle or in an agency vehicle. Field students may accompany an agency employee in transporting clients.

# Professionalism

## Professional Liability Insurance

Students are required to provide evidence of current student professional liability insurance prior to beginning field practicum. Insurance coverage may be obtained through companies such as the [NASW Assurance Services](#), [American Professional Agency](#), or [Healthcare Providers Service Organization \(HPSO\)](#). Submit proof of coverage (\$1,000,000/\$3,000,000) to the Director of Field.

## Student Accountability and Professional Behavior

Confidentiality is a special concern, especially in rural areas in which many Brescia students are placed. Confidentiality is stressed throughout the social work curriculum. It is of utmost importance that professionals respect and safeguard the right to privacy of those they serve. Students are expected to adhere to all of the agency policies on confidentiality and standards for professional behavior.

In the field, students are representatives of the agency and are expected to behave in a way that reflects accountability to the agency, the community, the clients, the profession, and Brescia University. Students are expected at all times to adhere to basic social work values and ethics.

It is required that students notify their agency Field Instructor if they will be absent from their practicum. Students are responsible for developing a plan with their supervisor regarding how they will make up the missed clock hours of work.

## Scholarly Learning

It is expected that the student will read all assigned material. Students are encouraged to raise questions about anything not understood. They are also expected to bring information related to their current study to the class. Students should show that they have read and understand the material by bringing additional material to the class. They should be prepared to discuss the elements of a paper submitted and should have a good understanding of what has been written.

Students are expected to prepare an agenda to discuss and a list of questions to the meeting with the supervisor each week. Students need to be prepared for meetings by reviewing material ahead of time and bringing necessary items for note taking, as appropriate.

## Contact Information, Email, and Frequently Called Numbers



Father Larry Hostetter  
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[larryh@brescia.edu](mailto:larryh@brescia.edu)  
270-686-4236

Sister Cheryl Clemons  
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270-689-3803

Jennifer Cox  
[Disability Coordinator](#)  
(270) 686-2102

Ms. Eva Atkinson  
[Counseling Director](#)  
270-686-4282

Sr. Pam Mueller  
Director of Campus Ministry  
[pam.mueller@brescia.edu](mailto:pam.mueller@brescia.edu)  
270-686-4319

[Library](#)  
270-686-4212

Registrar's Office  
[registrar@brescia.edu](mailto:registrar@brescia.edu)

[Bookstore](#)  
[Beverly.mccandless@brescia.edu](mailto:Beverly.mccandless@brescia.edu)  
270-686-4255

Learning House Tech Support  
[support@learninghouse.com](mailto:support@learninghouse.com)  
1-800-985-9781

BU Tech Support  
Information Technology  
<http://helpdesk.brescia.edu>  
270-663-4186

# Master of Social Work Program

## Forms





Brescia University School of Social Work  
Application for Field Placement

Date \_\_\_\_\_ Semester \_\_\_\_\_

**STUDENT INFORMATION**

Name of student \_\_\_\_\_ Advisor \_\_\_\_\_

Do you require accommodations to perform work in a field agency? \_\_\_\_ yes \_\_\_\_ no

If yes, please specify:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PROPOSED FIELD PLACEMENT/ AGENCY INFORMATION**

Agency Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_

Learning activities will take place at the above address \_\_\_\_ yes \_\_\_\_ no

If no, give address of proposed field site \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Brief description of services provided by the agency: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are you an employee of this agency? \_\_\_\_ yes \_\_\_\_ no

Have you previously interned with this agency? \_\_\_\_ yes \_\_\_\_ no

**PROPOSED FIELD INSTRUCTOR/SUPERVISOR INFORMATION**

Proposed Field Supervisor's Name \_\_\_\_\_

Phone Number \_\_\_\_\_

Email \_\_\_\_\_

Social Work Degree: \_\_\_ BSW \_\_\_ MSW/MSSW

Years of post-Master's social work experience \_\_\_ (For MSW applicants only)

Do you have a past or current social or familial relationship with this person?

\_\_\_ Yes \_\_\_ No

**AGREEMENTS**

\_\_\_ A copy of current professional liability insurance is attached to or accompanies this application. I agree to maintain professional liability insurance throughout the duration of my Field Placement.

\_\_\_ I agree to maintain health insurance throughout the duration of my Field Placement.

\_\_\_ I understand my Field Agency may require me to submit to and pay for a Criminal Records Check.

\_\_\_ I understand that I must complete the Field Orientation in Seminar prior to starting any work in Field I.

\_\_\_ I have read, understand, and agree to follow the [NASW Code of Ethics](#).

\_\_\_ I understand that policies related to MSW Program, including Field Education, are available on the Brescia web page. I have read and understand them and have asked questions, if necessary.

\_\_\_ I hereby authorize release of information to the proposed Field Agency about my knowledge, professional values, emotional maturity, skills, and other abilities for the purpose of determining my suitability of this Field Placement.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Please return this form to Dr. LeAnn Howell, Director of Field Education in one of the following ways:

Scan/email: [leann.howell@brescia.edu](mailto:leann.howell@brescia.edu)

Fax : 270-686-4273

Postal mail: Brescia University School of Social Work  
717 Frederica Street  
Owensboro, Kentucky 42301



MSW Program  
Practicum in Employment Setting Application

**Student's Contact Information**

|                  |  |
|------------------|--|
| Name:            |  |
| Home Number      |  |
| Cell Number      |  |
| BU Email Address |  |

Complete the following information specifically detailing the differences.

**Student's Employment Information**

|                           |  |
|---------------------------|--|
| Name of Agency            |  |
| Employment Status         |  |
| Department/Program        |  |
| Supervisor Name           |  |
| Supervisor Office Address |  |
| Supervisor Office Phone   |  |
| Supervisor Email Address  |  |
| Start Date                |  |
| Work Schedule             |  |
| Job Description           |  |

**Proposed Practicum Placement Information**

|                           |  |
|---------------------------|--|
| Department/Program        |  |
| Supervisor Name           |  |
| Supervisor Office Address |  |
| Supervisor Office Phone   |  |
| Supervisor Email Address  |  |
| Start Date                |  |
| Work Schedule             |  |

---

Director of Field Education  
Signature

---

Student  
Signature

---

Print Name

---

Print Name

---

Date

---

Date

*\*\*Please submit the CV/resume of the proposed supervisor with this application form.*

By signing this proposal, it is understood the work supervisor and the practicum supervisor are in support of the student completing an On-Job Practicum and will ensure the student's time in practicum will be protected in that the student will not be pulled away from practicum activities to attend to regular or crisis job duties. In addition, signatures represent and warrant that the activities performed in the student's capacity as intern, will be activities other than those for which the student is compensated as an employee of the agency.



## Memorandum of Agreement

Between the Brescia University Social Work Program and \_\_\_\_\_

\_\_\_\_\_  
 This Memorandum of Agreement, entered into this \_\_\_\_\_ day of \_\_\_\_\_, for the academic year \_\_\_\_\_, establishes an agreement between the Brescia University School of Social Work and \_\_\_\_\_. (hereinafter referred to as The Agency). It specifies the basis on which The Agency will serve as an educational facility for Brescia's Social Work students assigned with said agency. The purpose of this agreement is to specify the general activities planned and the assignment of responsibilities between the parties.

A. It is agreed and understood that:

All parties to this agreement are equal opportunity employers.

The Agency will serve as an educational facility for Social Work students in such number and at such time as the parties hereto mutually agree. The particular facilities to be used, the number of students and the particular supervision-consultation to be provided will be determined by mutual agreement of the parties, as governed by the stated stipulations.

1. Students in this educational program WILL \_\_\_\_\_ or WILL NOT \_\_\_\_\_ (initial appropriate choice) receive remuneration. (If WILL receive remuneration, please specify in the Addendum).
2. Brescia University does not assume responsibility for or provide insurance against any liability, which might be assessed due to injury to students, or due to negligence or malpractice by students.
3. The Agency DOES \_\_\_\_\_ or DOES NOT \_\_\_\_\_ (initial appropriate choice) assume responsibility for or provide insurance for any liability which might be assessed due to injury to students on the premises of the agency.
4. The Agency DOES \_\_\_\_\_ or DOES NOT \_\_\_\_\_ (initial appropriate choice) assume responsibility for or provide insurance for any liability which might be assessed due to negligence or malpractice by the student.
5. The representatives of the Agency and Brescia's Social Work Program, after consultation between the Agency and Brescia University's Social Work Program, may suspend the participation of said student in the educational program, if, in their professional judgment the student's continued participation in the program

would be a detriment to the clients, the student, the Agency and/or Brescia University.

6. Agency regulations, policies, procedures and goals will be applicable to the Social Work students while they are engaged in the educational program unless otherwise stated in writing by both parties.
  7. All days and hours for the student's participation in the educational program shall be arranged between the Field Director and The Agency representative.
  8. Students in field practicum will not transport clients at any time in student or Agency vehicles.
- B. The scheduling of activities of students in the field educational program will be in accordance with the schedule of courses at Brescia University and will be explored and planned with the appropriate faculty personnel of the Social Work Program and the agency in which the field educational program is conducted. Planning of the specifics of the program shall be a joint effort of the Agency Field Instructor and the Director of Field Education.. The paramount consideration in determining student assignments and in the implementation of other facets of the educational program will be the achievement of optimum educational opportunities and experiences for the student, while maintaining appropriate safeguards of the clients and agency standards of service.
- C. Brescia University will provide a faculty member designated as the Director of Field Education, who will be:
1. responsible to the Social Work Program for the attainment of educational goals.
  2. responsible for planning the student's general orientation to the field experience, in consultation with the Agency Field Instructor.
  3. responsible for the orientation of appropriate agency personnel to the educational objectives and methods of the educational program.
  4. responsible for providing instruction and educational direction of the student, to provide linkage between the field placement experience and the classroom/academic experience.
  5. responsible, with the Agency Field Instructor, in evaluating the student's educational program and evaluating the student's performance.
- D. The agency will:
1. provide staff and time for planning, with the Brescia University Social Work Field Director, for appropriate student field learning opportunities.

2. provide staff and time for planning, with the Brescia University Social Work Field Director, for the orientation of students to the agency’s policies, programs, procedures, and objectives.
3. expect that the student will abide by ethical standards of professional practice.
4. provide staff members in addition to the Agency Field Instructor who may be used as supervisors of students in the field program when this is deemed appropriate/advisable by the Agency Field Instructor and the Social Work Field Director.
5. provide field learning opportunities and assignments necessary to implement the educational objectives.
6. provide suitable environmental accommodations and facilities for the student, compatible with effective learning.

This Memorandum of Agreement shall be effective for the academic year and shall be reviewed annually. Subject to such revisions as are mutually agreeable at the time of the annual review, the duration of the Agreement shall be continuous. Either party may terminate the Agreement at the end of any academic year, in writing by certified mail.

In testimony whereof witness the duly authorized signature of the parties hereto:

\_\_\_\_\_  
Supervisor’s Signature

\_\_\_\_\_  
Director of Field Education’s Signature  
Brescia University

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Agency

\_\_\_\_\_  
Date

\_\_\_\_\_  
Academic Dean’s Signature  
Brescia University

\_\_\_\_\_  
Date



## Orientation to Field Agency Checklist

- Lunch and breaks/dress code/parking requirement/ signing in and out/ use of telephone.
- Confidentiality policy unique to agency
- Policies and procedures related to student safety.
- Specific recording requirements: outlines for intakes, social history and all other required reports, discuss frequency and style, include title students are to use during placement.
- Description of agency and clientele served: History, funding sources, populations served and their primary needs – overview of a typical day, organizational chart, staff and their roles.
- Introduction to clerical and support staff.
- Introduction to clerical and record keeping systems.
- Arrange for administrative persons to meet with field student(s)
- Orient to selected community resources.
- Schedule sessions with students on a regular basis [two (2) hours per week.]
- Discuss with students your expectations/supervision style.
- Conduct a session to identify gaps between what student knows and what is still needed.
- Abbreviations, terminology specific to agency.
- List of suggested readings
- Pertinent procedures
- Each student should have access to the following reference materials:
  - \_\_\_ Interagency and community phone directories
  - \_\_\_ Agency procedure manual
  - \_\_\_ Special reference books specific to agency
  - \_\_\_ Copies of key memos covering resources and policies that update existing manuals.
  - \_\_\_ Map of agency, city, or county
  - \_\_\_ Agency plan for emergencies.



## WEEKLY LOG & TIME SHEET

Student Name: \_\_\_\_\_ Field Liaison: \_\_\_\_\_

Agency: \_\_\_\_\_ Field Instructor: \_\_\_\_\_

Hours completed this week (\_\_\_\_\_ to \_\_\_\_\_): \_\_\_\_\_

Total Hours for this semester: \_\_\_\_\_

Cumulative Field hours to date: \_\_\_\_\_

**Experiences with Diversity and Difference (check all that apply)**

- Age    Class    Color    Culture    Disability and ability    Ethnicity    Gender  
 Gender identity & expression    Immigration status    Marital status    Political ideology  
 Race    Religion/spirituality    Sex    Sexual orientation    Tribal sovereign status  
 Other: \_\_\_\_\_

**Intervention level practice experiences (check all that apply)**

- Individuals    Families    Groups    Organizations    Communities

**Competency practice experiences (check all that apply)**

1. (Demonstrate ethical and professional behavior)  
 2. Engage diversity and difference in practice  
 3. Advance human rights and social, economic, and environmental justice.  
 4. Engage in practice-informed research and research-informed practice.  
 5. Engage in policy practice.  
 6. Engage with individuals, families, groups, organizations, & communities.  
 7. Assess individuals, families, groups, organizations, & communities.  
 8. Intervene with individuals, families, groups, organizations, & communities.  
 9. Evaluate practice with individuals, families, groups, organizations, & communities.

\_\_\_\_\_  
Student's Signature:

\_\_\_\_\_  
Date:

- *Each week, a copy of your timesheet will be emailed to your Supervisor from your Field Faculty Liaison. Given that we are an online program and we cannot physically visit each agency, this timesheet is our most reliable way to verify the completion of the hourly requirements established by the Council of Social Work Education 2015 Educational Policy and Accreditation Standards: Accreditation Standard 2.2.5.*

## Student Support Plan

The Student Support plan is intended to be a collaborative effort between the student, faculty, and field agency (if applicable). A Student Support Plan may be initiated by the student, the student's advisor, faculty, or field instructor. It should be initiated any time a student appears to need additional direction, support, or resources to reach a satisfactory level and be successful in the program.

All competencies are described in this document as a resource; however, only the relevant competencies should be addressed. The plan should indicate objectives related to the competency; guidance, support, or resources needed; and a timeframe for review of progress. All persons should sign and date the plan, including the student, the relevant faculty member, the student's advisor, and MSW Program Director.

MSW faculty strive to support all students and help them succeed. However, ultimately, it is the student's responsibility to meet the requirements of the program.

In Field/Seminar, students will receive a grade of pass or fail. In all other courses, students will receive a letter grade.

**Satisfactory progress** in the program is defined as

Classroom: Complete all requirements specified in the course syllabus.

Field 1: (N/A for Advanced Standing)

1. Complete all assignments per the course syllabus at a satisfactory level. Complete all Learning Tasks per the Learning Plan.
  - a. Extension of due dates may be negotiated with instructor in extreme circumstances.
  - b. 25% or more of assignments turned in late results in *a failing grade*.
2. Achieve a rating of 3 or higher for competencies.
  - a. A rating of 1 or 2 (at either Midterm or Final) requires a Student Support Plan. A student may still pass the course.
  - b. A rating of 1 in 100% of tasks on the Learning Plan for any one competency *will result in a failing grade*.
3. Complete 150 clock hours.
4. Students must pass Field 1 to proceed to Field 2.

Field 2: (N/A for Advanced Standing)

1. Complete all assignments per the course syllabus at a satisfactory level. Complete all Learning Tasks per the Learning Plan.
  - a. Extension of due dates may be negotiated with instructor in extreme circumstances.
  - b. 25% or more of assignments turned in late results in *a failing grade*.
2. Achieve a rating of 3 or higher for all competencies on the Learning Plan.
3. Complete 250 clock hours
4. Students must pass Field 2 to proceed to Field 3.

- Field 3:
1. Complete all assignments per the course syllabus at a satisfactory level. Complete all Learning Tasks per the Learning Plan.
    - a. Extension of due dates may be negotiated with instructor in extreme circumstances.
    - b. 25% or more of assignments turned in late results in *a failing grade*.
  2. Achieve a rating of 3 or higher for competencies.
    - a. A rating of 1 or 2 (at either Midterm or Final) requires a Student Support Plan. A student may still pass the course.
    - b. A rating of 1 in 100% of tasks on the Learning Plan for any one competency will result in *a failing grade*.
  3. Complete 250 clock hours.
  4. Students must pass Field 3 to proceed to Field 4.

- Field 4:
1. Complete all assignments per the course syllabus at a satisfactory level. Complete all Learning Tasks per the Learning Plan.
    - a. Extension of due dates may be negotiated with instructor in extreme circumstances.
    - b. 25% or more of assignments turned in late results in *a failing grade*.
  2. Achieve a rating of 3 or higher for all competencies.
  3. Complete 250 clock hours
  4. Students must pass Field 4 to graduate from the program.

**Unsatisfactory progress** in the program is defined as:

- Earning a D, or F in any course
- Earning a GPA below 3.0
- Not demonstrating social work competencies, as defined by CSWE.
- Violation of the NASW Code of Ethics

**Dismissal:** Consideration of dismissal is warranted if the student earns a C in three courses, or earns a D or F in any course, is unable to raise the GPA to 3.0 within a period of one semester, does not demonstrate professional competence, or violates the NASW Code of Ethics. If any of these occur in the student's final semester in the program, the student may not graduate from the program.

The working document that is developed with the student is on page three of this document. Pages four through eight of this document discuss social work competencies. They are included as a reference so as to keep the focus on the competencies required of a professional social worker.

# Student Support Plan for \_\_\_\_\_

Summary of Current Professional and/or Academic Performance:

| Areas of focus or need for improvement: |                                   |  |                                   |
|---|-----------------------------------|--|-----------------------------------|
| <b>Objectives:</b>                      | <b>Corresponding Competency #</b> | <b>Guidance, resources, or support needed:</b> | <b>When plan will be reviewed</b> |
| .                                       |                                   |  |                                   |

Signatures:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Advisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
MSW Program Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Field

\_\_\_\_\_  
Date

## CSWE Competencies for Student Support Plan (for reference use)

### Competency 1 Demonstrate ethical and professional behavior.

| <b>Generalist Skills</b>   | <b>Advanced Generalist Skills</b>   |
|--|---|
| <ul style="list-style-type: none"> <li>• Make ethical decisions by applying the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</li> <li>• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</li> <li>• Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. This includes turning in assignments on time.</li> <li>• Use technology ethically and appropriately to facilitate practice outcomes</li> <li>• Use supervision and consultation to guide professional judgment and behavior.</li> </ul> | <ul style="list-style-type: none"> <li>• All Generalist skills</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Represent the profession in a positive manner.</li> <li>• Work collaboratively and professionally with other professionals, taking a leadership role when needed.</li> <li>• Regularly practice healthy self-care skills.</li> <li>• Use professional communication (verbal, nonverbal, written, and technological) to resolve conflicts.</li> <li>• Make ethical choices in complex situations that can be supported by the integration of multiple sources of information.</li> </ul> |

### Competency 2 Engage diversity and difference in practice.

| <b>Generalist Skills</b>  | <b>Advanced Generalist Skills</b>   |
|---|---|
| <ul style="list-style-type: none"> <li>• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</li> <li>• Present themselves as learners and engage clients and constituencies as experts of their own experiences</li> <li>• Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients.</li> </ul> | <ul style="list-style-type: none"> <li>• All Generalist skills</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Engage in cultural self-assessment.</li> <li>• Develop and follow a plan for increasing cultural competence.</li> <li>• Develop rapport with people from diverse groups.</li> <li>• Complete a cultural assessment of client systems at micro, mezzo, and macro levels.</li> <li>• Demonstrate cultural sensitivity (the application of cultural competence)</li> </ul> |

**Competency 3 Advance human rights and social, economic, and environmental justice.**

| <b>Generalist Skills</b>  | <b>Advanced Generalist Skills</b>  |
|---|--|
| <ul style="list-style-type: none"> <li>• Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</li> <li>• Engage in practices that advance social, economic, and environmental justice.</li> </ul> | <ul style="list-style-type: none"> <li>• All Generalist skills<br/>AND</li> <li>• Influence legislation that affects human rights and/or social, economic, or environmental justice.</li> <li>• Use media to challenge structural barriers in non-violent ways.</li> <li>• Advocate for human rights and/or social, economic, or environmental justice at all levels (micro, mezzo, and macro).</li> </ul> |

**Competency 4 Engage in practice-informed research and research-informed practice.**

| <b>Generalist Skills</b>  | <b>Advanced Generalist Skills</b>  |
|---|--|
| <ul style="list-style-type: none"> <li>• Use practice experience and theory to inform scientific inquiry and research.</li> <li>• Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</li> <li>• Use and translate research evidence to inform and improve practice, policy, and service delivery.</li> </ul> | <ul style="list-style-type: none"> <li>• All Generalist skills<br/>AND</li> <li>• Contribute to the knowledge base of the profession.</li> <li>• Use unanswered questions in social work practice to guide the direction of research.</li> <li>• Engage in practice that is supported by empirical evidence.</li> <li>• Explain, interpret, and disseminate research results.</li> <li>• Generate new questions from research to guide future study.</li> <li>• Engage in research at micro, mezzo, and macro levels of practice.</li> </ul> |

**Competency 5 Engage in policy practice.**

| <b>Generalist Skills</b>  | <b>Advanced Generalist Skills</b>   |
|---|---|
| <ul style="list-style-type: none"> <li>• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</li> <li>• Assess how social welfare and economic policies impact the delivery of and access to social services.</li> <li>• Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ul> | <ul style="list-style-type: none"> <li>• All Generalist skills<br/>AND</li> <li>• Conduct a policy analysis to identify the intended and unintended consequences for vulnerable populations and diverse groups.</li> <li>• Engage in macro practice that, combined with micro and mezzo practice, ameliorates problems in complex environments (Schatz, Jenkins, &amp; Sheafor, 1990).</li> <li>• Promote the adoption of policies that advance human rights and social, economic and environmental justice.</li> </ul> |

**Competency 6 Engage individuals, families, groups, organizations, and communities.**

| <b>Generalist Skills</b>  | <b>Advanced Generalist Skills</b>  |
|---|--|
| <ul style="list-style-type: none"> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</li> <li>• Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul> | <ul style="list-style-type: none"> <li>• All Generalist skills<br/>AND</li> <li>• Establish working alliances and collaborative relationships to facilitate engagement at all levels of practice.</li> <li>• Demonstrate interpersonal skills, knowledge of self, and techniques of engagement.</li> <li>• Manage personal biases that may affect the professional relationship, maintaining a goal of client well-being.</li> </ul> |

**Competency 7 Assess individuals, families, groups, organizations, and communities.**

| Generalist Skills  | Advanced Generalist Skills  |
|--|---|
| <ul style="list-style-type: none"> <li>• Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</li> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</li> <li>• Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</li> <li>• Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul> | <ul style="list-style-type: none"> <li>• All Generalist skills<br/>AND</li> <li>• Perform holistic, comprehensive assessments, considering how diversity, difference, and oppression has shaped the life experiences of client constituencies.</li> <li>• Plan interventions that are in response to holistic assessments (Gibbs, Locke, Lohmann, 1990).</li> <li>• When assessments reveal problems not easily solved, frame the problem differently, opening up to new possibilities for creative problem solving (Lavitt, 2009).</li> <li>• Use supervision and consultation to develop and communicate self-awareness to challenge biases and beliefs that could influence assessment.</li> </ul> |

**Competency 8 Intervene with individuals, families, groups, organizations, and communities.**

| Generalist Skills   | Advanced Generalist Skills  |
|---|---|
| <ul style="list-style-type: none"> <li>• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</li> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</li> <li>• Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</li> <li>• Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</li> <li>• Facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul> | <ul style="list-style-type: none"> <li>• All Generalist skills<br/>AND</li> <li>• Provide interventions that resolve or minimize symptoms of mental disorders, psychosocial stress, relationship problems, and difficulties in coping in the social environment.</li> <li>• Engage in clinical practice use therapeutic approaches that show appreciation and respect for all forms of human diversity.</li> <li>• Apply skills related to theoretical orientation such as motivational interviewing, cognitive-behavioral interventions, family therapy, community organizing, etc.</li> <li>• Engage in program development</li> <li>• Develop and provide staff training activities</li> </ul> |

**Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.**

| Generalist Skills  | Advanced Generalist Skills   |
|--|--|
| <ul style="list-style-type: none"> <li>• <b>Select and use appropriate methods for evaluation of outcomes</b></li> <li>• <b>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</b></li> <li>• <b>Critically analyze, monitor, and evaluate intervention and program processes and outcomes</b></li> </ul> <p><b>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</b></p> | <ul style="list-style-type: none"> <li>• All Generalist skills<br/>AND</li> <li>• Carry out program evaluations</li> <li>• Engage in policy analysis</li> <li>• Perform single-system designs</li> </ul> |

## Learning Plan – MSW 540/Field 1

**Student:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

By the signatures below, the student and Agency Field Instructor/Supervisor acknowledge that the Learning Plan and competency tasks have been developed by the student and approved by Agency Field Instructor (Supervisor) as appropriate for the field setting.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Agency Field Instructor/Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

The Council on Social Work Education states that professional competence is the “ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.” Each of the nine competencies identified by CSWE describes the knowledge, values, skills, and cognitive and affective processes. Field education gives students the opportunity to integrate the theoretical and conceptual aspects and apply them in a practice setting.

Students, with the help of faculty and agency supervisors, must identify learning tasks that demonstrate each skill and identify a method of evaluating whether and how well this was accomplished. For each Learning Task, the student should identify a) what task will be done? and b) with whom will the task be done? For each Evaluation Method, identify the method for measuring this skill.

For evaluation, the Field Supervisor will use the scale that follows each competency of the Learning Plan to rate the student’s competence in this area. In Field 1 and 2, students are expected to have mostly 3’s, with occasional 4’s. In Field 3 and 4, students are expected to have mostly 3’s and 4’s. For every score under 4, the Field Supervisor should give specific feedback to the student as to how to improve in this area. University Field Instructors will determine the final letter grade for the course based upon performance in Field and Seminar assignments.

A score of 3 or higher constitutes a satisfactory rating.

- To proceed from Field 1 to Field 2 – the student must pass Field 1.
- To proceed from Field 2 to Field 3 – the student must achieve a level of 3 on every criterion.
- To proceed from Field 3 to Field 4 – the student must pass Field 3.
- To graduate from the program, the student must achieve a level of 3 on every criterion in Field 4.

5 = Mastery [completely independent; Skilled enough to teach others]

4 = Capable [requires occasional assistance; uses supervision effectively]

3 = Apprentice [requires frequent assistance or close supervision]

2 = Needs improvement [rarely demonstrates skill]

1 = There is insufficient evidence to evaluate learning.

| <b>Competency 1</b><br>Demonstrates ethical and professional behavior   | <b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br>Answer the following in a complete sentence: <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> | <b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br>How will you show the degree to which you have this skill? | <b>Rating</b><br>5=Mastery<br>4=Capable<br>3=Apprentice<br>2=Needs Improvement<br>1=Insufficient Evidence. |
|---|--|--|--|
| Use all available resources to make ethical choices.  |  |  |  |
| Demonstrate professional demeanor through communication (oral, written, electronic), by following good work habits (attendance, completion of assigned tasks, meeting deadlines), and by dressing congruently with the standards of the agency. |  |  |  |
| Other: (To be identified by student)  |  |  |  |

| <p><b>Competency 2</b><br/>Engages diversity and difference in practice.</p> | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence</p> |
|--|--|--|---|
| <p>Apply knowledge of diverse groups to engage client systems.</p>           |  |  |   |
| <p>Other: (To be identified by student)</p>                                  |  |  |   |

| <p><b>Competency 3</b><br/>                     Advances human rights and social, economic, and environmental justice.</p>  | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>                     Answer the following in a complete sentence:<br/>                     ■ What will you do?<br/>                     ■ With whom will you do it?<br/>                     ■ How long will you do it?</p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>                     How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>                     5=Mastery<br/>                     4=Capable<br/>                     3=Apprentice<br/>                     2=Needs Improvement<br/>                     1=Insufficient Evidence</p> |
|---|--|---|--|
| <p>Advocate for policies that advance human rights and social, economic, and environmental justice at the agency level.</p> |  |   |  |
| <p>Other: (To be identified by student)</p>   |  |   |  |

| <p><b>Competency 4</b><br/>Engages in practice-informed research and research-informed practice.</p> | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence</p> |
|--|--|--|---|
| <p>Use experiences in practice to generate possible research questions.</p>                          |  |  |   |
| <p>Other: (To be identified by student)</p>  |  |  |   |

| <p><b>Competency 5</b><br/>Engages in policy practice</p>   | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence</p> |
|---|--|--|---|
| <p>Demonstrates policy advocacy skills (at the agency or community level) such as developing a strategy, analyzing stakeholders, networking and developing coalitions, educating, persuading, and negotiating to achieve an outcome that advances social, economic, or environmental justice.</p> |  |  |   |
| <p>Other: (To be identified by student)</p>   |  |  |   |

| <p><b>Competency 6</b><br/>Engages with individuals, families, groups, organizations, and communities</p> | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence</p> |
|---|--|--|---|
| <p>Use conscious caring and professional use of self to further develop engagement skills.</p>            |  |  |   |
| <p>Other: (To be identified by student)</p>   |  |  |   |

| <p><b>Competency 7</b><br/>Assesses individuals, families, groups, organizations, and communities.</p>                                   | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence</p> |
|--|--|--|---|
| <p>Use assessment as an ongoing, interactive process and collect and organize data that informs the direction of intervention goals.</p> |  |  |   |
| <p>Other: (To be identified by student)</p>  |  |  |   |

| <p><b>Competency 8</b><br/>Intervenes with individuals, families, groups, organizations, and communities.</p> | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence</p> |
|---|--|--|---|
| <p>Use intervention as an ongoing, interactive process.</p>   |  |  |   |
| <p>Other: (To be identified by student)</p>   |  |  |   |

| <p><b>Competency 9</b><br/>Evaluates practice with individuals, families, groups, organizations, and communities.</p> | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence</p> |
|---|--|--|---|
| <p>Use evaluation as an ongoing, interactive process to improve service delivery and outcome.</p>                     |  |  |   |
| <p>Other: (To be identified by student)</p>   |  |  |   |

## Learning Plan – MSW 590/Field 2

**Student:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

By the signatures below, the student and Agency Field Instructor/Supervisor acknowledge that the Learning Plan and competency tasks have been developed by the student and approved by Agency Field Instructor (Supervisor) as appropriate for the field setting.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Agency Field Instructor/Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

The Council on Social Work Education states that professional competence is the “ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.” Each of the nine competencies identified by CSWE describes the knowledge, values, skills, and cognitive and affective processes. Field education gives students the opportunity to integrate the theoretical and conceptual aspects and apply them in a practice setting.

Students, with the help of faculty and agency supervisors, must identify learning tasks that demonstrate each skill and identify a method of evaluating whether and how well this was accomplished. For each Learning Task, the student should identify a) what task will be done? and b) with whom will the task be done? For each Evaluation Method, identify the method for measuring this skill.

For evaluation, the Field Supervisor will use the scale that follows each competency of the Learning Plan to rate the student’s competence in this area. In Field 1 and 2, students are expected to have mostly 3’s, with occasional 4’s. In Field 3 and 4, students are expected to have mostly 3’s and 4’s. For every score under 4, the Field Supervisor should give specific feedback to the student as to how to improve in this area. University Field Instructors will determine the final letter grade for the course based upon performance in Field and Seminar assignments.

A score of 3 or higher constitutes a satisfactory rating.

- To proceed from Field 1 to Field 2 – the student must pass Field 1.
- To proceed from Field 2 to Field 3 – the student must achieve a level of 3 on every criterion.
- To proceed from Field 3 to Field 4 – the student must pass Field 3.
- To graduate from the program, the student must achieve a level of 3 on every criterion in Field 4.

5 = Mastery [completely independent; Skilled enough to teach others]

4 = Capable [requires occasional assistance; uses supervision effectively]

3 = Apprentice [requires frequent assistance or close supervision]

2 = Needs improvement [rarely demonstrates skill]

1 = There is insufficient evidence to evaluate learning.

| <b>Competency 1</b><br>Demonstrates ethical and professional behavior | <b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br>Answer the following in a complete sentence:<br><ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> | <b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br>How will you show the degree to which you have this skill? | <b>Rating</b><br>5=Mastery<br>4=Capable<br>3=Apprentice<br>2=Needs Improvement<br>1=Insufficient Evidence. |
|---|---|--|--|
| Use all available resources to make ethical choices.                  |   |  |  |
| Use supervision and consultation appropriately.                       |   |  |  |
| Other: (To be identified by student)                                  |   |  |  |

| <p><b>Competency 2</b><br/>Engages diversity and difference in practice</p>  | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence</p> |
|--|--|--|---|
| <p>Apply theories of human behavior and the social environment (including caring theory), and other multidisciplinary theoretical frameworks to engage different client systems.</p> |  |  |   |
| <p>Other: (To be identified by student)</p>  |  |  |   |

| <p><b>Competency 3</b><br/>                     Advances human rights and social, economic, and environmental justice.</p>                    | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>                     Answer the following in a complete sentence:<br/>                     ■ What will you do?<br/>                     ■ With whom will you do it?<br/>                     ■ How long will you do it?</p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>                     How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>                     5=Mastery<br/>                     4=Capable<br/>                     3=Apprentice<br/>                     2=Needs Improvement<br/>                     1=Insufficient Evidence</p> |
|---|--|---|--|
| <p>Apply strategies that advance human rights and social, economic, and environmental justice through political and legislative advocacy.</p> |  |   |  |
| <p>Other: (To be identified by student)</p>   |  |   |  |

| <p><b>Competency 4</b><br/>Engages in practice-informed research and research-informed practice.</p> | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence</p> |
|--|--|--|---|
| <p>Engage in practice-informed research.</p>   |  |  |   |
| <p>Other: (To be identified by student)</p>  |  |  |   |

| <p><b>Competency 5</b><br/>Engages in policy practice</p>   | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence</p> |
|---|--|--|---|
| <p>Demonstrates policy advocacy skills (at the agency or community level) such as developing a strategy, analyzing stakeholders, networking and developing coalitions, educating, persuading, and negotiating to achieve an outcome that advances social, economic, or environmental justice.</p> |  |  |   |
| <p>Other: (To be identified by student)</p>   |  |  |   |

| <p><b>Competency 6</b><br/>Engages with individuals, families, groups, organizations, and communities.</p> | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence</p> |
|--|--|--|---|
| <p>Apply theory to engage diverse client systems.</p>  |  |  |   |
| <p>Other: (To be identified by student)</p>  |  |  |   |

| <p><b>Competency 7</b><br/>Assesses individuals, families, groups, organizations, and communities.</p>  | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence</p> |
|---|--|--|---|
| <p>Develop mutually agreed-upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client systems.</p> |  |  |   |
| <p>Other: (To be identified by student)</p>   |  |  |   |

| <p><b>Competency 8</b><br/>Intervenes with individuals, families, groups, organizations, and communities.</p> | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence</p> |
|---|--|--|---|
| <p>Choose and implement interventions to achieve practice goals and enhance capacities of client systems.</p> |  |  |   |
| <p>Other: (To be identified by student)</p>   |  |  |   |

| <p><b>Competency 9</b><br/>Evaluates practice with individuals, families, groups, organizations, and communities.</p> | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence</p> |
|---|--|--|---|
| <p>Select and use appropriate methods for evaluation of outcomes.</p>   |  |  |   |
| <p>Other: (To be identified by student)</p>   |  |  |   |

## Learning Plan – MSW 650/Field 3

**Student:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

By the signatures below, the student and Agency Field Instructor/Supervisor acknowledge that the Learning Plan and competency tasks have been developed by the student and approved by Agency Field Instructor (Supervisor) as appropriate for the field setting.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Agency Field Instructor/Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

The Council on Social Work Education states that professional competence is the “ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.” Each of the nine competencies identified by CSWE describes the knowledge, values, skills, and cognitive and affective processes. Field education gives students the opportunity to integrate the theoretical and conceptual aspects and apply them in a practice setting.

Students, with the help of faculty and agency supervisors, must identify learning tasks that demonstrate each skill and identify a method of evaluating whether and how well this was accomplished. For each Learning Task, the student should identify a) what task will be done? and b) with whom will the task be done? For each Evaluation Method, identify the method for measuring this skill.

For evaluation, the Field Supervisor will use the scale that follows each competency of the Learning Plan to rate the student’s competence in this area. In Field 1 and 2, students are expected to have mostly 3’s, with occasional 4’s. In Field 3 and 4, students are expected to have mostly 3’s and 4’s. For every score under 4, the Field Supervisor should give specific feedback to the student as to how to improve in this area. University Field Instructors will determine the final letter grade for the course based upon performance in Field and Seminar assignments.

A score of 3 or higher constitutes a satisfactory rating.

- To proceed from Field 1 to Field 2 – the student must pass Field 1.
- To proceed from Field 2 to Field 3 – the student must achieve a level of 3 on every criterion.
- To proceed from Field 3 to Field 4 – the student must pass Field 3.
- To graduate from the program, the student must achieve a level of 3 on every criterion in Field 4.

5 = Mastery [completely independent; Skilled enough to teach others]

4 = Capable [requires occasional assistance; uses supervision effectively]

3 = Apprentice [requires frequent assistance or close supervision]

2 = Needs improvement [rarely demonstrates skill]

1 = There is insufficient evidence to evaluate learning.

| <b>Competency 1</b><br>Demonstrates ethical and professional behavior  | <b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br>Answer the following in a complete sentence: <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> | <b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br>How will you show the degree to which you have this skill? | <b>Rating</b><br>5=Mastery<br>4=Capable<br>3=Apprentice<br>2=Needs Improvement<br>1=Insufficient Evidence. |
|--|--|--|--|
| Take a leadership role.  |  |  |  |
| Regularly practice healthy self-care skills.   |  |  |  |
| Use professional communication (verbal, nonverbal, written, and technological) and the chain of command to convey information, express concerns, or resolve conflicts. |  |  |  |
| Make ethical choices in complex situations that can be supported by the integration of multiple sources of information.  |  |  |  |
| Other: (To be identified by student)   |  |  |  |

| <p><b>Competency 2</b><br/>Engages diversity and difference in practice.</p>  | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence.</p> |
|---|--|--|--|
| <p>Demonstrate cultural competence (e.g., cultural sensitivity, congruence of knowledge, attitudes, and behaviors that show appreciation for diverse groups, the ability for cultural self-assessment, awareness of the dynamics of cross cultural interactions, and professional use of self).</p> |  |  |  |
| <p>Other: (To be identified by student)</p>   |  |  |  |

| <b>Competency 3</b><br>Advances human rights and social, economic, and environmental justice.   | <b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br>Answer the following in a complete sentence: <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> | <b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br>How will you show the degree to which you have this skill? | <b>Rating</b><br>5=Mastery<br>4=Capable<br>3=Apprentice<br>2=Needs Improvement<br>1=Insufficient Evidence |
|---|--|--|---|
| Advocate for human rights and/or social, economic, or environmental justice at more than one level of intervention (micro, mezzo, macro). |  |  |   |
| Other: (To be identified by student)  |  |  |   |

| <p><b>Competency 4</b><br/>Engages in practice-informed research and research-informed practice.</p> | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence</p> |
|--|--|--|---|
| <p>Engage in practice that is supported by empirical evidence.</p>                                   |  |  |   |
| <p>Other: (To be identified by student)</p>  |  |  |   |

| <b>Competency 5</b><br>Engages in policy practice  | <b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br>Answer the following in a complete sentence:<br><ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> | <b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br>How will you show the degree to which you have this skill? | <b>Rating</b><br>5=Mastery<br>4=Capable<br>3=Apprentice<br>2=Needs Improvement<br>1=Insufficient Evidence |
|--|---|--|---|
| Promote the adoption of policies that advance human rights and social, economic, or environmental justice for issues that are identified at the micro level. |   |  |   |
| Other: (To be identified by student)   |   |  |   |

| <b>Competency 6</b><br>Engages with individuals, families, groups, organizations, and communities. | <b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br>Answer the following in a complete sentence: <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> | <b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br>How will you show the degree to which you have this skill? | <b>Rating</b><br>5=Mastery<br>4=Capable<br>3=Apprentice<br>2=Needs Improvement<br>1=Insufficient Evidence. |
|--|--|--|--|
| Develop rapport with people from diverse groups.   |  |  |  |
| Demonstrate how differential use of self improves client engagement.                               |  |  |  |
| Other: (To be identified by student)   |  |  |  |

| <b>Competency 7</b><br>Assesses individuals, families, groups, organizations, and communities.   | <b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br>Answer the following in a complete sentence:<br><ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> | <b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br>How will you show the degree to which you have this skill? | <b>Rating</b><br>5=Mastery<br>4=Capable<br>3=Apprentice<br>2=Needs Improvement<br>1=Insufficient Evidence. |
|--|---|--|--|
| Develop mutually agreed-upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client systems. |   |  |  |
| Identify and discuss biases and beliefs in supervision that could influence assessment.  |   |  |  |
| Perform comprehensive assessments of client systems, considering how diversity and difference has shaped the life experiences of clients.                  |   |  |  |
| Other: (To be identified by student)   |   |  |  |

| <b>Competency 8</b><br><b>Intervenes with individuals, families, groups, organizations, and communities.</b>  | <b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br>Answer the following in a complete sentence:<br><ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> | <b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br>How will you show the degree to which you have this skill? | <b>Rating</b><br>5=Mastery<br>4=Capable<br>3=Apprentice<br>2=Needs Improvement<br>1=Insufficient Evidence. |
|---|---|--|--|
| Provide interventions (to individuals, families, and groups) that resolve or reduce symptoms of mental disorders, psychosocial stress, relationship problems, and difficulties in coping in the social environment. |   |  |  |
| Use therapeutic approaches that show appreciation and respect for all forms of human diversity.   |   |  |  |
| Demonstrate skills related to theoretical orientation such as motivational interviewing, CBT, family therapy, community organizing, etc.  |   |  |  |
| Other: (To be identified by student)  |   |  |  |

| <p><b>Competency 9</b><br/>Evaluates practice with individuals, families, groups, organizations, and communities.</p> | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence</p> |
|---|--|--|---|
| <p>Use research to enhance and evaluate practice.</p>   |  |  |   |
| <p>Other: (To be identified by student)</p>   |  |  |   |

## Learning Plan – MSW 690/Field 4

**Student:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

By the signatures below, the student and Agency Field Instructor/Supervisor acknowledge that the Learning Plan and competency tasks have been developed by the student and approved by Agency Field Instructor (Supervisor) as appropriate for the field setting.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Agency Field Instructor/Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

The Council on Social Work Education states that professional competence is the “ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.” Each of the nine competencies identified by CSWE describes the knowledge, values, skills, and cognitive and affective processes. Field education gives students the opportunity to integrate the theoretical and conceptual aspects and apply them in a practice setting.

Students, with the help of faculty and agency supervisors, must identify learning tasks that demonstrate each skill and identify a method of evaluating whether and how well this was accomplished. For each Learning Task, the student should identify a) what task will be done? and b) with whom will the task be done? For each Evaluation Method, identify the method for measuring this skill.

For evaluation, the Field Supervisor will use the scale that follows each competency of the Learning Plan to rate the student’s competence in this area. In Field 1 and 2, students are expected to have mostly 3’s, with occasional 4’s. In Field 3 and 4, students are expected to have mostly 3’s and 4’s. For every score under 4, the Field Supervisor should give specific feedback to the student as to how to improve in this area. University Field Instructors will determine the final letter grade for the course based upon performance in Field and Seminar assignments.

A score of 3 or higher constitutes a satisfactory rating.

- To proceed from Field 1 to Field 2 – the student must pass Field 1.
- To proceed from Field 2 to Field 3 – the student must achieve a level of 3 on every criterion.
- To proceed from Field 3 to Field 4 – the student must pass Field 3.
- To graduate from the program, the student must achieve a level of 3 on every criterion in Field 4.

5 = Mastery [completely independent; Skilled enough to teach others]

4 = Capable [requires occasional assistance; uses supervision effectively]

3 = Apprentice [requires frequent assistance or close supervision]

2 = Needs improvement [rarely demonstrates skill]

1 = There is insufficient evidence to evaluate learning.

| <b>Competency 1</b><br>Demonstrates ethical and professional behavior  | <b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br>Answer the following in a complete sentence:<br><ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> | <b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br>How will you show the degree to which you have this skill? | <b>Rating</b><br>5=Mastery<br>4=Capable<br>3=Apprentice<br>2=Needs Improvement<br>1=Insufficient Evidence. |
|--|---|--|--|
| Demonstrate professionalism through the use of supervision, consultation, maintaining a learner-oriented attitude, and respecting boundaries.                          |   |  |  |
| Use professional communication (verbal, nonverbal, written, and technological) and the chain of command to convey information, express concerns, or resolve conflicts. |   |  |  |
| Make ethical choices in complex situations that can be supported by the integration of multiple sources of information.  |   |  |  |
| Other: (To be identified by student)   |   |  |  |

| <p><b>Competency 2</b><br/>Engages diversity and difference in practice.</p>  | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence</p> |
|---|--|--|---|
| <p>Demonstrate cultural sensitivity in all forms of social work practice (e.g., cultural sensitivity, congruence of knowledge, attitudes, and behaviors that show appreciation for diverse groups, the ability for cultural self-assessment, awareness of the dynamics of cross cultural interactions, and professional use of self).</p> |  |  |   |
| <p>Other: (To be identified by student)</p>   |  |  |   |

| <p><b>Competency 3</b><br/>                     Advances human rights and social, economic, and environmental justice.</p> | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>                     Answer the following in a complete sentence:<br/>                     ■ What will you do?<br/>                     ■ With whom will you do it?<br/>                     ■ How long will you do it?</p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>                     How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>                     5=Mastery<br/>                     4=Capable<br/>                     3=Apprentice<br/>                     2=Needs Improvement<br/>                     1=Insufficient Evidence</p> |
|--|--|---|--|
| <p>Use media to challenge structural barriers in nonviolent ways.</p>  |  |   |  |
| <p>Other: (To be identified by student)</p>  |  |   |  |

| <p><b>Competency 4</b><br/>Engages in practice-informed research and research-informed practice.</p> | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence</p> |
|--|--|--|---|
| <p>Engage in research at a micro, mezzo, or macro level of practice.</p>                             |  |  |   |
| <p>Other: (To be identified by student)</p>  |  |  |   |

| <p><b>Competency 5</b><br/>Engages in policy practice</p>  | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence</p> |
|--|--|--|---|
| <p>Engage in macro practice at the state, federal, or international level that ameliorates problems in complex situations.</p> |  |  |   |
| <p>Other: (To be identified by student)</p>  |  |  |   |

| <p><b>Competency 6</b><br/>Engages with individuals, families, groups, organizations, and communities.</p>   | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> </ul>                     How long will you do it?</p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence.</p> |
|--|--|--|--|
| <p>Establish a working alliance and a collaborative relationship with colleagues and professionals from other disciplines to improve practice and facilitate engagement with client systems.</p> |  |  |  |
| <p>Integrate interpersonal skills, knowledge of self, caring theory, and consultation to demonstrate engagement skills with individuals, families, groups, organizations, or communities.</p>    |  |  |  |
| <p>Other: (To be identified by student)</p>  |  |  |  |

| <p><b>Competency 7</b><br/>Assesses individuals, families, groups, organizations, and communities.</p>   | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence</p> |
|--|--|--|---|
| <p>Perform comprehensive assessments of client systems, considering how diversity and difference has shaped the life experiences of clients.</p> |  |  |   |
| <p>Administer basic assessment tools.</p>  |  |  |   |
| <p>Identify and discuss personal biases and beliefs in supervision that could influence assessment.</p>  |  |  |   |
| <p>Other: (To be identified by student)</p>  |  |  |   |

| <b>Competency 8</b><br><b>Intervenes with individuals, families, groups, organizations, and communities.</b>  | <b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br>Answer the following in a complete sentence: <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> | <b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br>How will you show the degree to which you have this skill? | <b>Rating</b><br>5=Mastery<br>4=Capable<br>3=Apprentice<br>2=Needs Improvement<br>1=Insufficient Evidence. |
|---|--|--|--|
| Apply a professional use of self, consistent with caring theory, by combining knowledge, values, and skills with personal traits, belief systems, life experiences, and cultural heritage to result in client relationships that are authentic, genuine, and consistent with professional value base. |  |  |  |
| Provide interventions (to individuals, families, and groups) that resolve or minimize symptoms of mental disorders, psychosocial stress, relationship problems, and difficulties in coping in the social environment.   |  |  |  |
| Use therapeutic approaches that show appreciation and respect for all forms of human diversity.   |  |  |  |
| Demonstrate skills related to theoretical orientation such as motivational interviewing, cognitive-behavioral interventions, family therapy, community organizing, etc.   |  |  |  |
| Other: (To be identified by student)  |  |  |  |

| <p><b>Competency 9</b><br/>Evaluates practice with individuals, families, groups, organizations, and communities.</p>   | <p><b>Learning Tasks</b> (e.g., lead group, shadow staff, read policies, etc.)<br/>Answer the following in a complete sentence:<br/> <ul style="list-style-type: none"> <li>▪ What will you do?</li> <li>▪ With whom will you do it?</li> <li>▪ How long will you do it?</li> </ul> </p> | <p><b>Method of Evaluation</b> (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br/>How will you show the degree to which you have this skill?</p> | <p><b>Rating</b><br/>5=Mastery<br/>4=Capable<br/>3=Apprentice<br/>2=Needs Improvement<br/>1=Insufficient Evidence</p> |
|---|--|--|---|
| <p>Evaluate services using methodology appropriate to the setting. (such as single-system design and community practice skills such as program evaluation and ethnography).</p> |  |  |   |
| <p>Discuss personal beliefs and feelings related to client termination or referral.</p>   |  |  |   |
| <p>Other: (To be identified by student)</p>   |  |  |   |



Brescia University School of Social Work  
Field Instructor's Evaluation

Field Instructor's Name \_\_\_\_\_

Date \_\_\_\_\_

Name of Agency \_\_\_\_\_

Student's Name \_\_\_\_\_

1. Was your experience as a Field Instructor positive? \_\_\_yes \_\_\_no
2. Did you experience any problems during the practica of the student? \_\_\_yes \_\_\_no  
If so, please identify these problem areas.
3. How would you evaluate the student practica process?
4. Was your contact with the Director of Field Education sufficient? \_\_\_yes \_\_\_no
5. Were all your questions answered? Please elaborate.
6. Did the Director of Field Education maintain adequate contact with you during the time the student was placed with your agency? \_\_\_yes \_\_\_no
7. Did you feel comfortable contacting the Director of Field Education if needed? \_\_\_yes \_\_\_no
8. Would you have benefited from more contact with the Director of Field Education? \_\_\_yes \_\_\_no Please elaborate.
9. If any problems occurred during the placement, was the Director of Field Education helpful? \_\_\_yes \_\_\_no \_\_\_ n/a Please elaborate:
10. Do you have any additional comments or questions? Please take this opportunity to make any suggestions for changes that you feel would be beneficial in the Field Practica Process.

You will receive an email from Dr. LeAnn Howell providing you with a SurveyMonkey link for the survey. Please complete it before the end of the academic year.

**Thank you for being an Agency Field Instructor and taking the time to fill out this survey!**



## Brescia University Social Work Program Student Evaluation of Field Practicum

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Name of Agency \_\_\_\_\_

City/State: \_\_\_\_\_

Name of Field Instructor: \_\_\_\_\_

1. Briefly describe your major practica duties. Do you feel these assignments were appropriate in meeting your learning objectives? Please elaborate.
  
2. Were you able to see growing competency in carrying out these assignments?
  
3. How would you evaluate your performance and progress during practica (Identify major areas of learning for you)
  
4. What factors contributed to your learning experiences? What factors detracted from the learning experiences? (Please indicate if you were not given certain opportunities that you believe were essential learning experiences)
  
5. Evaluate the Agency Field Instructor supervisory process. Was your supervisor regularly available to you? Did your Agency Field Instructor help you achieve your learning objectives?
  
6. Would you recommend this agency to other students? What recommendations would you make for improving the placement site for future field students?
  
7. Has your practicum affirmed your career/educational plans? If not, describe how they are now altered.
  
8. Additional comments.

You will receive an email from Dr. LeAnn Howell providing you with a SurveyMonkey link for the survey. Please complete it before the end of the academic year.



Field Practicum

Student Request for Agency Reassignment

Date \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell phone \_\_\_\_\_

Email address \_\_\_\_\_

Present Agency \_\_\_\_\_ Director of Field Education \_\_\_\_\_

Field Instructor \_\_\_\_\_

Contact information \_\_\_\_\_

Reason for request \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Please note: Students are not automatically granted a change in agency placement. This decision is made after a discussion with all involved parties. The decision is ultimately that of the Agency Director (in the case of agency-initiated change) and/or the Field Director (in the case of student-initiated change or University-initiated change).