MASTER OF SOCIAL WORK PROGRAM

POLICY MANUAL FOR CLASSROOM AND FIELD EDUCATION 2016-2017

MARILYN YOUNGER CONLEY SCHOOL OF SOCIAL WORK

Revised 6/13/16

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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 provide quality interventions.

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, the importance of human relationships, the primacy of hope, the 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.

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.

The program policies provide essential information that will help you succeed in the MSW Program. Please become familiar with them so you can refer to them as necessary.

Dr. Laura Gibson
MSW Program Director

MEET OUR FACULTY

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MSW Program Director
She has a PhD in social work from the University of Louisville, an MSW from the University of Southern Indiana, and a BS in psychology from Bridgewater State College. Her areas of interest are mental health, social work education, aging, and research/statistics.
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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. (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 in pre-candidacy with the Council on Social Work Education and working through the accreditation process, which takes 3 to 4-years. Students admitted to the program during or after the academic year in which the program is granted candidacy (which is expected to be in Spring of 2017) will be recognized as having graduated from an accredited program.

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 have since added Master of Science in Management and Master of Science in Teacher Leadership degrees.

Our 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 morés of the time, whether they be the girls of the 16th century; the Native Americans 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; the physically or mentally disabled 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 – indeed the CALL – 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 helpings 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 of change 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 will be delivered exclusively online. Therefore, our community is global in nature. We will be educating social workers to provide services in a vast array of settings. Our students will 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 will be 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.

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. This MSW program, as a result, is characterized by a culture of respect for all people, appreciation of diversity, service to 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 a valuing of the dignity and unique gifts of all people. They 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

- Embrace humanistic-altruistic values by practicing with care, compassion, and kindness.
- Engage in positive, constructive, professional relationships with people from diverse groups, instilling the belief that change is possible and honoring their different belief systems.
- Engage in the helping process through partnerships with clients and client systems, and by being authentically present in their interactions.
- Conceptualize the broader implications of current practice situations and take action to influence policy that contributes to social, economic, spiritual, and environmental justice.
- Use evidence-based practice, critical thinking, and creativity to accurately assess and intervene with clients facing complex problems in multi-system settings.
- 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.
- 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.
- When empirical evidence is absent, 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:

Program Mission, Goals, Objectives

Program Mission	Program Goals	Program Objectives (CSWE Competencies)
Advocacy to help people improve their life conditions.	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.

Engage in Policy Practice. |
| Service to others | 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.

Embrace humanistic-altruistic values by practicing with care, compassion, and kindness within a context of professional social work.

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.

Intervene with individuals, families, groups, organizations, and communities. |
| Use specialized skills to address the complex problems of people and their communities, | Use evidence-based practice, critical thinking, and creativity to accurately assess and intervene with clients facing complex problems in multi-system settings.

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.

Assess individuals, families, groups, organizations, and communities.

Evaluate practice with individuals, families, groups, organizations, and communities. |
| Value the dignity and unique gifts of all people | 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. | 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

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.*

Students who complete the Generalist Year of the MSW program are expected to master the competencies associated with generalist practice.

Specialization Year: Advanced Generalist Practice

We serve students from all over the country. Our program is designed to help students learn the specialized skills that will allow them to meet the diverse needs of the communities in which they live and work. After completion of this program, MSW students will be able to demonstrate the specialized skills of an Advanced Generalist practitioner. Advanced Generalist Practice is distinguished from Generalist Practice in that it involves more sophisticated generalist skills, as well as the ability to engage in clinical social work. Higher order cognitive levels such as integration of multiple concepts and use of critical thinking to appraise information will be developed throughout the curriculum. Master's-prepared social workers are able to address complex problems in multi-system settings. They synthesize the aspects of unique, and sometimes ambiguous, multifaceted situations, which are often laden with value conflicts. 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).

The Relationship between Mission, Goals, Generalist, and Advanced Generalist Practice

University Cultural Context	MSW Program Goals	Generalist Practice
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. This MSW program, as a result, is characterized by a culture of **respect for all people, appreciation of diversity, service to 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. 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 approach to practice that is part of the culture of their specific communities.	• Embrace **humanistic-altruistic values** by practicing with care, compassion, and kindness. • Engage in positive, constructive, professional relationships with people from diverse groups, instilling the belief that **change is possible** and honoring their different belief systems. • **Engage in the helping process** through partnerships with clients and client systems, and by being authentically present in their interactions. • Conceptualize the broader implications of current practice situations and take action to **influence policy that contributes to social, economic, spiritual, and environmental justice**. • Use evidence-based practice, critical thinking, and creativity to accurately assess and intervene with clients facing **complex problems** in **multi-system settings**. • 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. • 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. • When empirical evidence is absent, **engage in scientific inquiry** to advance knowledge-building in the profession, while remaining open to spiritual unknowns.	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." Students who complete the Generalist Year of the MSW program are expected to master the competencies associated with Generalist Practice. ## Advanced Generalist Practice Advanced Generalist Practice is distinguished from Generalist Practice in that it **involves more sophisticated generalist skills**, as well as the ability to engage in **clinical social work**. Advanced Generalist social workers are able to address **complex problems** in **multi-system settings**. They synthesize the aspects of unique, and sometimes ambiguous, multifaceted situations, which are often laden with **value conflicts**. 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

Learning Outcomes

Our goals are expressed in the following learning outcomes, which reflect the multiple dimensions of knowledge, values, cognitive and affective processes, and skills that are necessary to develop competent social work practitioners.

Each competency is represented on a separate table. Generalist year competencies are written on the darker green tables. They correspond to the nine competencies of the Council on Social Work Education (CSWE).

Specialization year objectives are written on the lighter green tables. They extend and enhance the nine CSWE Competencies to prepare students for advanced generalist practice.

Generalist Year				
Competency 1	**Knowledge**	**Values**	**Cognitive & Affective Processes**	**Skills**
	Organized body of information, usually of a factual or procedural nature	*Beliefs and attitudes*	*Processing, judgment*	*Behavioral, manual or verbal manipulations of data or things*
Demonstrate ethical and professional behavior.	Summarize the profession's history, its mission, and the roles and responsibilities of the profession and distinguish it from the roles of other professionals. (SW 500) Identify emerging technologies and explain how they support or facilitate social work practice. (SW 570) Use supervision and consultation to build knowledge. (SW 590) Explain ethical theories, including ethics of care. (SW 500)	Use person-first language in both written and verbal communications, avoiding language that equates people with the conditions they have. (SW 500) Recognize personal values and beliefs and compare them to the value-base of the profession. (SW 560)	Discuss the NASW Code of Ethics and distinguish between ethical and unethical behavior and professional and unprofessional behavior. (SW 500) Explain and apply a systematic ethical decision making process. (SW 500) Use reflection to understand how personal experiences and reactions influence professional judgment and behavior. (SW 590) Commit to life-long learning to keep skills and knowledge current, relevant and effective. (SW 590) Evaluate how weakness or errors in writing can negatively affect services. (SW 520)	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. (SW 500) Apply correct grammar, syntax, basic writing skills, such as organization and clarity of message, and apply APA style format to scholarly writing. (SW 500) Use all available resources to make ethical choices. (SW 540) Write documents related to social work practice such as assessment, treatment plans, progress notes, court reports, etc. (SW 520)

Specialization Year				
Competency 1	**Knowledge**	**Values**	**Cognitive & Affective Processes**	**Skills**
	Organized body of information, usually of a factual or procedural nature	*Beliefs and attitudes*	*Processing, judgment*	*Manual or verbal manipulations of data or things*
Demonstrate ethical and professional behavior.	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.(SW 630)	Develop and communicate self-awareness of own cultural worldview. (SW 630) Continually identify triggers to unconscious biases and challenge biases that influence service delivery. (SW 630)	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. (SW 690)	Work collaboratively and professionally with other professionals in inter-professional environments, taking a leadership role when needed. (SW 650, SW 690) Regularly practice healthy self-care skills. (SW 650) Demonstrate professionalism through use of supervision, consultation, maintaining a learner-oriented attitude, and respecting boundaries. (SW 690) Use professional communication (verbal, nonverbal, written, and technological) and the chain of command to convey information, express concerns or resolve conflicts. (SW 690) Writing uses proper mechanics, appears to have been proofread, and has a professional and polished appearance [all]

Generalist Year				
Competency 2	**Knowledge**	**Values**	**Cognitive & Affective Processes**	**Skills**
	Organized body of information, usually of a factual or procedural nature	*Beliefs and attitudes*	*Processing, judgment*	*Behavioral, manual or verbal manipulations of data or things*
Students will engage diversity and difference in practice.	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. (SW 510) 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. (SW 530) Explain how the role of a culture's societal structures and values may oppress, marginalize, alienate, or create privilege and power. (SW 570)	Appreciate the diverse experiences of others and the expertise of client groups as to their own experiences. (SW 530) Use reflection to manage the influence of personal biases and values. (SW 540)	Reflect on the ways in which social structures and life experiences of privilege, power, acclaim, marginalization, discrimination, and oppression influence a person's worldview and relationships with others. (SW 530) 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. (SW 590) Reflect upon students' own experiences of oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim. (SW 560)	Discuss issues of difference, oppression, and privilege with increased comfort, based on self-report. (SW 560) Convey respect and sensitivity to effectively engage and work with diverse groups. (SW 520) Use knowledge of diverse groups to engage, assess, intervene, and evaluate services. (SW 540)

Specialization Year				
Competency 2	**Knowledge**	**Values**	**Cognitive & Affective Processes**	**Skills**
	Organized body of information, usually of a factual or procedural nature	*Beliefs and attitudes*	*Processing, judgment*	*Manual or verbal manipulations of data or things*
Students will engage diversity and difference in practice.	Explain how to explore the components of a cultural assessment. (SW 690)	Reflect upon how beliefs and attitudes about diversity were learned, and how those beliefs and attitudes are transmitted from generation to generation. (SW 620)	Identify strategies for managing biases in ways that help students engage diversity and difference in practice. (SW 680) Analyze how diversity and difference shape life experiences in practice at the micro, mezzo, and macro levels and develop a plan for cultural competence. SW 620	Develop a professional plan for increasing knowledge about diverse groups. (SW 690) Demonstrate cultural competence 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. (SW 690)

Generalist Year				
Competency 3	**Knowledge**	**Values**	**Cognitive & Affective Processes**	**Skills**
	Organized body of information, usually of a factual or procedural nature	*Beliefs and attitudes*	*Processing, judgment*	*Behavioral, manual or verbal manipulations of data or things*
Students will advance human rights and social, economic, and environmental justice.	Discuss freedom, safety, privacy, adequate standard of living, health care, and education as fundamental human rights. (SW 530)

Give examples of how environmental justice is denied for certain groups of people and the global interconnections of oppression and human rights violations. (SW 590)

Explain the purpose and basic tenets of the Universal Declaration of Human Rights and the Belmont Report. (SW 570)

Explain strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably. (SW 570) | Recognize personal beliefs about social and economic justice. (SW 560)

Discuss why environmental justice is important to social work practice. (SW 560)

Identify conflicting cultural values in the U.S. about the protection of human rights. (SW 590) | Analyze the global connections of oppression and human rights violations as they relate to caritas. (SW 510)

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. (SW 510)

Frame all social work practice through the lens of human rights. (SW 530) | Apply strategies that advance social, economic, and environmental justice through political and legislative advocacy. (SW 570) |

Specialization Year				
Competency 3	**Knowledge**	**Values**	**Cognitive & Affective Processes**	**Skills**
	Organized body of information, usually of a factual or procedural nature	*Beliefs and attitudes*	*Processing, judgment*	*Manual or verbal manipulations of data or things*
Students will advance human rights and social, economic, and environmental justice.	Discuss two or more Human Rights treaties such as the Convention on Prevention & Punishment of the Crime of Genocide, the Convention of the Rights of the Child, etc. and their current status. (SW 600) Explain strategies designed to protect civil, political, economic, social, and cultural human rights. (SW 600)	Reflect upon how students' attitudes about social, economic, and environmental justice have evolved and changed. (SW 600) Discuss how students' communities marginalize certain groups of people by considering locations of environmental sacrifice. (SW 600)	Compare and contrast the provisions of the Universal Declaration of Human Rights with the human rights practices of the U.S. and another country. (SW 600) 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. (SW 600) Evaluate the human rights policies of another country and use theories of social justice and caring theory to recommend appropriate and effective interventions. (SW 600) Analyze how political and economic systems relate to the support of either social or economic justice and apply to the ICCPR or ICESCR. (SW 600) Apply critical thinking to examine policies that advance human rights and social, economic, and environmental justice and how they relate to caritas. (SW 620)	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. (SW 670) Create a targeted social media campaign to challenge oppressive structural barriers to fair and equal access to social, economic, and environmental rights. (SW 670) 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. (SW 600)

Generalist Year				
Competency 4	**Knowledge**	**Values**	**Cognitive & Affective Processes**	**Skills**
	Organized body of information, usually of a factual or procedural nature	*Beliefs and attitudes*	*Processing, judgment*	*Behavioral, manual or verbal manipulations of data or things*
Students will engage in practice-informed research and research informed practice.	Explain the multiple ways of knowing, including the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. (SW 510) Explain the components of research design including quantitative and qualitative methodology, literature review, sampling, operationally defining concepts, and collecting, analyzing, and interpreting data (SW 550) Discuss the historical background of IRBs and how they protect human subjects. (SW 550)	Explain the importance of research to social work practice. (SW 590)	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. (SW 550) Use critical thinking to analyze research methods, findings, and generalizability to practice. (SW 550)	Use experiences in practice to generate possible research questions. (SW 550) Use literature review to inform practice at the micro, mezzo, and macro levels. (SW 590) Use practice experience, theory, and a comprehensive literature review to inform scientific inquiry and develop a research proposal. (SW 550)

Specialization Year				
Competency 4	**Knowledge**	**Values**	**Cognitive & Affective Processes**	**Skills**
	Organized body of information, usually of a factual or procedural nature	*Beliefs and attitudes*	*Processing, judgment*	*Manual or verbal manipulations of data or things*
Students will engage in practice-informed research and research informed practice.	Explain the components of organizational culture, such as the values, underlying assumptions, expectations, diversion of resources, etc. (SW 660).	Reflect on how the student's attitudes about research may have changed from the beginning of the research project to its completion. (SW 660)	Integrate knowledge from multiple types of sources and explain how the knowledge can be used in social work practice. (SW 660) Critique the strengths and weaknesses of qualitative and quantitative research designs. (SW 660)	Assess the organizational culture of the Field agency relative to caritas and make recommendations to develop or strengthen a culture of caritas (SW 660). Conduct analysis of data collected through the research process. (SW 660) Explain, interpret, and disseminate the research results. (SW 660) Generate new questions as a result of what was learned. (SW 660)

Generalist Year				
Competency 5	**Knowledge**	**Values**	**Cognitive & Affective Processes**	**Skills**
	Organized body of information, usually of a factual or procedural nature	*Beliefs and attitudes*	*Processing, judgment*	*Behavioral, manual or verbal manipulations of data or things*
Students will engage in policy practice.	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. (SW 570) Explain social work's role in policy development and implementation within practice settings at the micro, mezzo, and macro levels. (SW 570) Discuss the historical and contemporary roles of the social work profession in the development of U.S. social welfare policy. (SW 570)	Discuss and challenge personal attitudes about poverty, and identify where they were first learned. (SW 510) Discuss personal barriers to engaging in macro practice. (SW 540)	Analyze a social problem learned from direct practice and develop policy recommendations to ameliorate it. (SW 570)	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. (SW 570, SW 580) 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. (SW 570)

Specialization Year				
Competency 5	**Knowledge**	**Values**	**Cognitive & Affective Processes**	**Skills**
	Organized body of information, usually of a factual or procedural nature	*Beliefs and attitudes*	*Processing, judgment*	*Manual or verbal manipulations of data or things*
Students will engage in policy practice.	Discuss the role of a logic model in program evaluation. (SW 670) Explain the steps required for a community needs assessment. (SW 670)	Increase comfort level with macro practice and legislative advocacy, per self-report. (SW 670)	Apply critical thinking to examine policies that advance human rights and social, economic and environmental justice, and how they relate to caritas. (SW 620) Analyze how social policy at the local, state, and federal levels affects access to social services, service delivery, and client well-being. (SW 620)	Conduct a community needs assessment, identifying the strengths and needs of neighborhoods and various population groups who have experienced disadvantage. (SW 670)

Generalist Year				
Competency 6	Knowledge	Values	Cognitive & Affective Processes	Skills
	Organized body of information, usually of a factual or procedural nature	*Beliefs and attitudes*	*Processing, judgment*	*Behavioral, manual or verbal manipulations of data or things*
Students will engage with individuals, families, groups, organizations, and communities.	Explain how engagement is an ongoing component of the interactive process of practice at all levels. (SW 530) Use a theory of human behavior to conceptualize and facilitate engagement with individuals, families, groups, organizations, and communities. (SW 530)	Communicate the value of human relationships and how they contribute to the process of engagement. (SW 530)	Recognize how personal experiences and affective reactions may affect ability to effectively engage with diverse client systems. (SW 590) Explain how various strategies to engage diverse clients may help or hinder efforts to advance practice effectiveness. (SW 540) Reflect on the ways in which personal experiences and affective reactions may affect their ability to engage with client systems and other professionals. (SW 540)	Demonstrate skills of relationship-building and inter-professional collaboration to facilitate engagement with client systems and other professionals as appropriate. (SW 530) Use empathy, reflection, and other interpersonal skills, guided by caring theory or other theory of human behavior, to effectively engage diverse client systems. (SW 590) Use conscious caring and professional use of self to further develop engagement skills. (SW 540)

Specialization Year				
Competency 6	**Knowledge**	**Values**	**Cognitive & Affective Processes**	**Skills**
	Organized body of information, usually of a factual or procedural nature	*Beliefs and attitudes*	*Processing, judgment*	*Manual or verbal manipulations of data or things*
Students will engage with individuals, families, groups, organizations, and communities.	Explain how caritas influences the engagement of clients. (SW 680) Discuss the techniques of engaging with individuals, families, groups, organizations, and communities. (SW 680)	Recognize and effectively manage personal biases as they affect the therapeutic relationship in the service of clients' wellbeing. (SW 690)	Compare and contrast how engagement skills may differ with the application of caring theory and other theories. (SW 690) Propose strategies for applying caring theory while maintaining professional boundaries. (SW 690)	Establish a working alliance and a collaborative relationship with colleagues and professionals from other disciplines to improve practice and facilitate engagement with client systems. (SW 690) Integrate interpersonal skills, knowledge of self, caring theory, and consultation to demonstrate engagement skills with individuals, families, groups, organizations, and communities. (SW 690)

Generalist Year				
Competency 7	**Knowledge**	**Values**	**Cognitive & Affective Processes**	**Skills**
	Organized body of information, usually of a factual or procedural nature	*Beliefs and attitudes*	*Processing, judgment*	*Behavioral, manual or verbal manipulations of data or things*
Students will assess individuals, families, groups, organizations, and communities.	Explain theories of human behavior and the social environment, including caring theory related to assessment of individuals, families, groups, organizations, and communities. (SW 530)	Recognize how personal attitudes and unconscious beliefs might influence the assessment process. (SW 510)	Use critical thinking to interpret information from client systems. (SW 540, SW 580) Critically evaluates and applies theories of human behavior and the social environment, including caring theory. (SW 530)	Use assessment as an ongoing, interactive process and collect and organize data that informs the direction of intervention goals. (SW 530) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client systems. (SW 590) Recognize and correctly apply diagnostic criteria to formulate a diagnostic impression and recommend effective treatments associated with symptomatology/diagnosis. (SW 580) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of client systems. (SW 580)

Specialization Year				
Competency 7	**Knowledge**	**Values**	**Cognitive & Affective Processes**	**Skills**
	Organized body of information, usually of a factual or procedural nature	*Beliefs and attitudes*	*Processing, judgment*	*Manual or verbal manipulations of data or things*
Students will assess individuals, families, groups, organizations, and communities.	Use a theory of human behavior to conceptualize assessment of individuals, families, groups, organizations, and communities. (SW 650)	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. (SW 650)	Discuss the ethical implications of various diagnostic labels. (SW 650) Evaluate data collected to inform treatment goals. (SW 650, SW 630)	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. (SW 630) 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. (SW 690)

Generalist Year				
Competency 8	**Knowledge**	**Values**	**Cognitive & Affective Processes**	**Skills**
	Organized body of information, usually of a factual or procedural nature	*Beliefs and attitudes*	*Processing, judgment*	*Behavioral, manual or verbal manipulations of data or things*
Students will intervene with individuals, families, groups, organizations, and communities.	Discuss theories of human behavior and the social environment and person-in-environment perspective to guide interventions. (SW 510)	Reflect upon the philosophical differences between the concepts of service & beneficence and autonomy & self-determination. (SW 590) Discuss the value of inter-professional teamwork and communication in interventions and the benefit of interdisciplinary interventions. (SW 590)	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. (SW 540) Based on assessment, determine the most appropriate evidence-based intervention. (SW 580)	Use intervention as an ongoing, interactive process. (SW 540) Choose and implement interventions to achieve practice goals and enhance capacities of client systems. (SW 590) Choose interventions that recognize and appreciate the experiences of diverse groups. (SW 560)

Specialization Year				
Competency 8	**Knowledge**	**Values**	**Cognitive & Affective Processes**	**Skills**
	Organized body of information, usually of a factual or procedural nature	*Beliefs and attitudes*	*Processing, judgment*	*Manual or verbal manipulations of data or things*
Students will intervene with individuals, families, groups, organizations, and communities.	Explain theories of human behavior and the social environment and person-in-environment perspective to guide interventions with different types of client systems. (SW 650)	Reflect upon the assumptions made about client systems when they display resistance. (SW 650)	Distinguish between practices that have little or weak empirical support, including practices that could be harmful, and practices that have strong or developing support. (SW 630) 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 the professional value base. (SW 690)	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. (SW 690) Use therapeutic approaches that show appreciation and respect for all forms of human diversity. (SW 690) Apply skills related to theoretical orientation such as motivational interviewing, cognitive-behavioral interventions, family therapy, community organizing, etc. (SW 680)

Generalist Year				
Competency 9	Knowledge	Values	Cognitive & Affective Processes	Skills
	Organized body of information, usually of a factual or procedural nature	*Beliefs and attitudes*	*Processing, judgment*	*Behavioral, manual or verbal manipulations of data or things*
Students will evaluate practice with individuals, families, groups, organizations, and communities.	Explain qualitative and quantitative evaluation methods, including single-system design, and community practice skills such as program evaluation and ethnography. (SW 550)	Discuss the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. (SW 550)	Discuss and explain evaluation findings by applying theories of human behavior and other theoretical frameworks. (SW 510)	Use evaluation as an ongoing, interactive process to improve service delivery and outcome. (SW 540) Select and use appropriate method for evaluation of outcomes. (SW 590) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (SW 560, SW 580) Demonstrate community practice evaluation skills such as program evaluation and ethnography. (SW 560)

Specialization Year				
Competency 9	Knowledge	Values	Cognitive & Affective Processes	Skills
	Organized body of information, usually of a factual or procedural nature	*Beliefs and attitudes*	*Processing, judgment*	*Manual or verbal manipulations of data or things*
Students will evaluate practice with individuals, families, groups, organizations, and communities.	Identify professional obligations for continuing education, guided by caring theory and jurisdictional requirements, with the goal of improving service delivery. (SW 630)	Discuss personal beliefs related to client termination or referral. (SW 650)	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. (SW 650) Evaluate data to inform treatment goals [SW 630.]	Use qualitative and quantitative evaluation methods, including single-system design, and community practice skills such as program evaluation and ethnography. (SW 690) Use research to enhance and evaluate practice. (SW 650) Review and revise intervention plans as needed to provide the amount of support and assistance needed without developing dependency. (SW 690) Assess the organizational culture of the Field agency relative to caritas and make recommendations. to develop or strengthen a culture of caritas (SW 660)

Admission to the Program

Admission Criteria

- 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. [Can be completed concurrently with a Conditional admission to the MSW program].
    - Completion of a statistics course within the last 3 years, with a minimum grade of C. [Can be completed concurrently with a Conditional admission to the MSW program]

  - ✓ GPA
    - A cumulative grade point average of 3.0 for the last 60 credits earned.
    - 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. Examples of the evidence that should be included in the request include the following:
      - Successful completion of graduate course work
      - Strong GRE scores
      - Strong writing skills
      - Strong work history in human services (multiple years, with references).

- A completed Application, submitted electronically

- A typed, personal statement, 3-4 pages, addressing
  - ✓ 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
  - ✓ An example of when the student sought supervision or consultation to resolve a difficult situation.
  - ✓ How the student intends to manage time in this rigorous program, which includes field practicum at least 2 days a week.
    Please use 12 pt., Times New Roman font, double spaced, with 1-inch margins. IMPORTANT: Please proofread for issues of spelling, grammar, organization, and clarity of ideas.

- The Program reserves the right to require an interview of any applicant.

Admission Criteria for Advanced Standing (**see bold text**)

- Official transcript showing
  - ✓ **An earned bachelor of social work degree (BSW) from a program accredited by the Council on Social Work Education.**
    - Completion of an Introduction to Social Work course, with a minimum grade of C. [Can be completed concurrently with a Conditional admission to the MSW program].
    - Completion of a statistics course within the last 3 years, with a minimum grade of C. [Can be completed concurrently with a Conditional admission to the MSW program]

  - ✓ GPA
    - **A cumulative grade point average of 3.2 for the last 60 credits earned.**
    - 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. Examples of the evidence that should be included in the request include the following:
      - Successful completion of graduate course work
      - Strong GRE scores
      - Strong writing skills
      - Strong work history in human services (multiple years, with references).

- A completed Application, submitted electronically.

- A typed, personal statement, 3-4 pages, addressing
  - ✓ 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
  - ✓ An example of when the student sought supervision or consultation to resolve a difficult situation.
  - ✓ How the student intends to manage time in this rigorous program, which includes field practicum at least 2 days a week.
    Please use 12 pt., Times New Roman font, double spaced, with 1-inch margins.
    IMPORTANT: Please proofread for issues of spelling, grammar, organization, and clarity of ideas.

- **A copy of the applicant's final field evaluation OR a written recommendation from the Field Director or Field Instructor.**

- The Program reserves the right to require an interview of any applicant.

Application Process

Deadline for Submissions: February 1st (effective 2017)
The deadline for Fall 2016 will be March 15th.
After the deadline, applications will be considered, but acceptance will be contingent on the time needed to arrange field placements.

Students will electronically submit all required documents to the Director of BU Online. The Director of BU Online will review the applicant's file for the following:

    a. GPA meets requirements or includes a request for exception.
    b. Transcript is received from attended colleges/universities where the last 60 credit hours were earned.
    c. Application form is complete and signed
    d. Typed personal statement is received

2. If the applicant does not meet the above criteria, the Director of BU Online will notify the student that the application is incomplete.

3. The Director of BU Online will notify the applicant when the application is complete.

4. The Director of BU Online will forward the completed application to the MSW Program Director. MSW faculty will review the application, using a rubric to evaluate the application.

    a. GPA scoring

2-Year Program	Advanced Standing
3.0 to 3.25 = 3 pts	3.2 to 3.5 = 3 pts
3.26 to 3.75 = 4 pts	3.51 to 3.75 = 4 pts
3.76 to 4.0 = 5 points	3.76 to 4.0 = 5 pts
GPA below 3.0 will require special consideration by faculty.	GPA below 3.0 will require special consideration by faculty.

    b. Personal Statement
        i. On a scale of 1-5, a rating on any criterion below 3 will require special consideration by faculty

5. Applicants will be selected based upon score, consideration of the evaluation criteria, and availability of space.

6. The MSW Program Director will notify the applicants in writing of final decisions, within 30 days of receiving the application from BU Online.

Rubric for Assessment of Personal Statement

Name: _____

Rubric for GPA

GPA last 60 credits	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,*   [ ] *examples of personal values congruent with SW values*
[ ] *ability to use distance learning technology*   [ ] *example of using supervision/ consultation*
[ ] *preferred learning style;*   [ ] *plan to manage time, including field*
[ ] *motivations for applying & career goals*   [ ] *12 pt, Times New Roman, doubled spaced, 1" margins*

	Excellent 5	Adequate 3	Concerning 1	Score
Follows directions ■ Addresses all items ■ Stays within page limit	Answers all of the questions. Does not exceed page limit.	Answers all of the questions. Does not exceed the page limit by more than ½ page.	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 sw values & ethics	Can apply Code of Ethics to own behavior and shows well developed critical thinking skills.	Can apply Code of Ethics to own behavior.	Vague application of Code of Ethics or shows little knowledge of sw values & ethics.	
Ability to engage in self-reflection for professional growth.	Gives compelling examples of how self-reflection benefitted professional growth.	Reports practice of self-reflection.	Does not make the connection between self-reflection and professional growth.	
			Average Score	

Comments:

Reviewer: _____   Total Score: _____

International Students

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 restrictions by U.S. Homeland Security.

Evaluation of Applications

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. Ability to interpret and critically analyze empirical research.
8. Strong interpersonal and time management skills.
9. A foundational understanding of the social work profession.
10. Strong written and verbal communication skills.
11. Ability to seek assistance, support, or supervision when needed.
12. Potential to develop into a competent, ethical social worker.

Transfer of Credits

A student may transfer up to six (6) graduate credit hours into the MSW Program. Transfer courses must be either equivalent to, and substitute for, Generalist-level courses; or they may be accepted as elective credits. The Program Director will determine if the courses are equivalent. Only courses in which the student received a B grade or higher are eligible for transfer. Courses may only transfer if the student has not previously completed a master's program. 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.

Waiver of Courses with Demonstrated Achievement

Baccalaureate social work graduates who enter the MSW program will not repeat what has been achieved in the BSW program. Students who earned a grade of B or higher in the following courses from a CSWE-accredited program, within the past 10 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.

Appeal of Decision Denying Admission

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, ethnicity, gender, gender identity, immigration status, marital status, political ideology, race, religion/spirituality, or sexual orientation.

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 compelling 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.
d. The student will be notified by the MSW Program Director of the decision within 10 working days of receiving the appeal.

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.

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 U.S. through 2025. The curriculum is also designed to help students develop competence in nine areas identified by CSWE.

CSWE Competencies

Each of the nine CSWE Competencies comprises the knowledge, values, cognitive and affective processes, and skills required to practice social work.
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.

Planned Course of Study

<table>
<tr><th colspan="4">Generalist Year</th></tr>
<tr><th>Semester 1</th><th>Credits</th><th>Semester 2</th><th>Credits</th></tr>
<tr><td>(MSW 500) Ethical Decision Making in Social Work</td><td>3</td><td>(MSW 550) Social Work Research Methods</td><td>3</td></tr>
<tr><td>(MSW 510) Human Behavior in the Social Environment</td><td>3</td><td>(MSW 560) Practice with Organizations & Communities</td><td>3</td></tr>
<tr><td>(MSW 520) Professional Writing and Documentation</td><td>2</td><td>(MSW 570) Social Welfare & Policy Practice</td><td>3</td></tr>
<tr><td>(MSW 530) Practice with Individuals, Families, & Groups</td><td>3</td><td>(MSW 580) Psychopathology</td><td>3</td></tr>
<tr><td>(MSW 540 Field 1/Seminar</td><td>3</td><td>(MSW 590) Field 2/Seminar</td><td>4</td></tr>
<tr><td>TOTAL</td><td>14 cr.</td><td>TOTAL</td><td>16 cr.</td></tr>
</table>

<table>
<tr><th colspan="4">Specialization Year</th></tr>
<tr><th>Semester 3</th><th>Credits</th><th>Semester 4</th><th>Credits</th></tr>
<tr><td>(MSW 600) Intersection of Poverty, Human Rights & Philosophy of Caritas</td><td>3</td><td>(MSW 660) Applied Research</td><td>3</td></tr>
<tr><td>(MSW 620) Appreciation of Diversity & Dynamics of Oppression</td><td>3</td><td>(MSW 670) Advanced Policy Advocacy</td><td>3</td></tr>
<tr><td>(MSW 630) Cognitive Behavioral Therapy</td><td>3</td><td>(MSW 680) Motivational Interviewing for Addictive Behaviors</td><td>3</td></tr>
<tr><td>Elective</td><td>3</td><td>(MSW 690) Field 4/Seminar</td><td>4</td></tr>
<tr><td>(MSW 650) Field 3/Seminar</td><td>4</td><td>(MSW 699) Capstone Project</td><td>1</td></tr>
<tr><td>TOTAL</td><td>16 cr.</td><td>**TOTAL**</td><td>14 cr.</td></tr>
</table>

Course Descriptions

Ethical Decision Making in Social Work   **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.

Human Behavior in the Social Environment   **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.

Professional Writing and Documentation   **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   **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.

Field 1/Seminar   **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.

Social Work Research Methods   **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   **MSW560**

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. It prepares students for advanced practice within a broad array of community systems.

Social Welfare and Policy Practice   **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   **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 will learn differential diagnostic skills within the context of biopsychosocial-spiritual influences and ethno-cultural differences. Students will learn about psychopharmacological treatments and the role of medications in the therapeutic process.

Field 2/Seminar   **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 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.

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, 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   **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   **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 the associated techniques for promoting the behavior change process.

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.

Applied Research   **MSW 660**

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.

Advanced Policy Practice   **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   **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.

Field 4/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.

MSW Capstone Project   **MSW 699**

Students will select a topic and investigate the micro, mezzo, and macro practice implications for a social problem or service delivery system within their community. 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).

Electives

Social Work in Criminal Justice   **MSW 509**

This course is designed to familiarize students with the criminal justice system from the perspectives of professional social work and other stakeholder groups. Students will learn the various roles of social workers in the criminal justice setting. They will explore the dynamics of the system, while considering the core values of the social work profession and evidence-based practice with individuals, families, groups, organizations, and communities who find themselves involved in the criminal justice process.

Child Abuse & Neglect   **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.

Clinical Social Work with Children and Families   **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.

Organizational Leadership   **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.

Spiritual Issues in Later Life   **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 develop skills to assess and respond competently and ethically to the diverse spiritual and religious perspectives of adults in later life.

Caritas in Action   **MSW 644**
This course will help students put the principles of caritas in action within the context of professional social work. An agency internship is required.

Degree Requirements

Candidates for the master's degree in social work must:
1.   Complete the 60 credit hour curriculum (students admitted to Advanced Standing must complete the 30-credit hour, Advanced year curriculum).
2.   Achieve a cumulative GPA of 3.0.
3.   Satisfactorily complete a total of 900 field hours (500 hours for Advanced Standing students)

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 in both synchronous and asynchronous formats. 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 skill in communicating and working with others. 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 Faculty, Director of Field Education, MSW Program Director, Division Chair, etc. 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 graded and ungraded assignments and feedback from the course instructor and field supervisor.

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.

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

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 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 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.

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 and Professional Performance

A student may be dismissed for either unsatisfactory academic progress or unsatisfactory professional performance.

Unsatisfactory *academic* progress is defined as
- Earning a D, or F in any course
- Earning a GPA below 3.0

Consideration of dismissal is warranted if the student earns a C in three courses, a D or F in any course, or is unable to raise the GPA to 3.0 within a period of one semester.

In cases of unsatisfactory *academic* progress, a Remediation Plan will be developed.

Participants will include the following:
- Student
- Student's Advisor
- MSW Program Director

The plan should indicate an assessment of the problem, strategies the student may use to improve performance, any resources needed by the student, a time frame for improvement, and a measurable objective that clearly states the criterion for success (and continuation in the program).

If a Remediation Plan is unsuccessful, the student may be dismissed from the program. The student and advisor will meet at the designated time frame and evaluate the student's success. Together, they may conclude there is no success, partial success, or complete success. The advisor will make a recommendation to the MSW Program Director of a future course of action that may include the student's independent use of the plan, additional monitoring or support, alternative resources needed, or dismissal from the program. The student should note whether she or he is in agreement with this plan, and both the advisor and student should sign it.

A student who has been dismissed from the program due to unsatisfactory academic performance may reapply after one complete semester has passed. The student must submit an Academic Plan that addresses the reasons for poor performance and explains 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 *professional* performance is defined as
- Violation of the Code of Ethics, including plagiarism.
- A *pattern* of negative interpersonal behavior that interferes with professional relationships. Examples include, but are not limited to exhibiting persistent rudeness; demonstrating consistent insensitivity to the feelings of others; frequently creating conflict; or flagrantly violating the norms of the agency, in terms of dress, supervision, punctuality, etc.

- Behavior that is illegal. Examples include, but are not limited to, theft, fraudulent documentation, or driving under the influence of a substance.
- Behavior that is explicitly threatening to, or creates a danger for others. Examples include, but are not limited to, bringing weapons to a field placement, domestic violence, or threats to cause harm.

In cases of unsatisfactory *professional* performance, a Remediation Plan will be developed whenever possible, unless the behavior is considered so egregious that immediate dismissal is warranted.

Participants will include the following:
- Student
- Student's Advisor
- MSW Program Director
- A social work faculty with no direct involvement
- Director of Field Education (if applicable)
- Field Instructor (if applicable)

A student who has been dismissed from the program due to unsatisfactory *professional* performance may not reapply to the program.

A student may appeal dismissal from the program through the University's grievance procedure.

Implicit Curriculum

Adult Learning Theory and Expectations of Students

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.

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.

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 on 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, 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, 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. We want to create 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 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.

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.

Academic Advising

Each student is assigned an academic advisor upon admission to the program. Academic advisors maintain regular office hours in which they are available for advising. We understand that students may have scheduling conflicts, so advisors and students are encouraged to meet during days/times of mutual convenience. Students and advisors are strongly encouraged to meet in person (via Skype, Adobe Connect, etc.) at least once every semester.

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 Policy book
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.

The specific responsibilities of the advisors include:
1. Approve students' schedules after meeting with them.
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.

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 only in aggregated form, 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 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 may be invited to provide guidance and feedback on program policies.

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 one term of course work and achieved a minimum GPA of 3.5.

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

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
2.	The initial username is your Brescia email address (firstname.lastname@brescia.edu)
3.	The initial password is the six-digit number on your 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

Academic Calendar

The academic calendar can be found in the current course catalog located on the Brescia University website, as well as via a stand-alone link. Please note that the semester schedules for online courses and for traditional classroom courses on campus are not identical.

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. For online courses in an 8-week modular format, the Incomplete must be completed within two weeks of the scheduled end of the course. It is the student's responsibility to arrange for the completion of the work in consultation with the instructor for the course. Students with incomplete (I) grades are not eligible to be placed on the Dean's List, which is published at the end of each semester.

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 Faculty, 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. 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. With respect to religion, as permitted by law, the University reserves the right to employ those persons who are committed to the values and mission of the University and its religious heritage.

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. Those students need to provide documentation to the Academic Disability Coordinator, who will then facilitate the process.

Application for Graduation

Students planning to graduate in May should complete an Application for Graduation the preceding December. For more information, contact the Registrar.

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 have liked 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. To qualify, graduates must pass the examination within 60 days of graduation. Non-passing grades will not be reimbursed.

Textbooks

Brescia University will provide the textbooks for each social work course that is required for the MSW degree. Students should make sure the University has their current address. Students may "opt out" of this plan and buy their own books, with a corresponding reduction in tuition costs.

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 will be 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, use the Ask-a-Librarian service via email, phone, or text.

School of Social Work Website

Please bookmark the university web page for the School of Social Work. 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. Counseling services are available to both online and campus-based students.

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). 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 liaison between the student, the Field Agency, the Field Instructor, and Field Faculty.

Field Instructor: The Field Instructor is a social worker that holds Masters of Social Work Degree from a CSWE accredited program 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 Faculty: Field Faculty are employees of Brescia University assigned to teach the weekly Seminar component of Field Education. Field Faculty 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 Faculty oversee the student's progress in connecting CSWE competencies and skill development through discussion, assignments, and evaluation of the student's progress.

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 requirements for Field Instructors. Task Supervisors are Field Agency employees who work in conjunction and agreement with an outside MSW in providing 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/Practica: 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.

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.

Generalist Practice Curriculum		
Course	Classroom Knowledge	Skills Applied in Field 1 (150 hours) and Field 2 (250 hours)
Ethical Decision Making in Social Work (SW 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.	Apply ethical principles.
Human Behavior in the Social Environment SW 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.	Conceptualize issues using a person-in-environment framework.
Professional Writing and Documentation (SW 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.	Identify with the profession.
Practice with Individuals, Families, and Groups (SW 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 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.
Field 1 Seminar (SW 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.	
Research Methods (SW 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.	Engage in research-informed practice. Use scientific inquiry and best practices.
Practice with Organizations and Communities (SW 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 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.

Social Welfare and Policy Practice (SW 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.	Be proactive in responding to the impact of context on professional practice.
Psychopathology SW 580)	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. Students will learn about psychopharmacological treatments and the role of medications in the therapeutic process.	Recognize, support, and build on strengths and resiliency of human beings.
Field 2 Seminar (SW 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 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.	

Advanced Generalist Practice Curriculum		
Course	Classroom Knowledge	Skills Applied in Field 3 (250 hours) and Field 4 (250 hours)
Cognitive Behavioral Therapy (SW 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 the associated techniques for promoting the behavior change process.	Use evidence-based practice interventions and creativity to solve problems. Engage in clinical social work.
Applied Research (SW 660)	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.
Appreciation of Diversity and the Dynamics of Oppression (SW 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.	Synthesize the aspects of unique, and sometimes ambiguous, multifaceted situations, which are often laden with value conflicts.
Elective (SW 641)	Clinical Social Work with Children and Families 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.
(SW 642)	Organizational Leadership 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
(SW 643)	Spiritual Issues of Older Adults 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	Use evidence-based practice interventions and creativity to solve problems.

	assess and respond competently and ethically to the diverse spiritual and religious perspectives of adults in later life.	
(SW 644)	**Caritas in Action** 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.	
Field 3 Seminar	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	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	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	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 ae needed to bring about policy changes.	Take leadership roles, both within their work environments and on behalf of the profession
Field 4 and Seminar	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.	

Comparison of Competencies: Generalist and Advanced Generalist Practice Levels

Objectives (CSWE's 9 Competencies) are operationalized in terms of multiple dimensions: knowledge, values, cognitive/affective processes, and skills. In the first year of the program, students learn Generalist Practice Skills. In the second year of the program, they learn Advanced Generalist Practice Skills. The operationalization of these competencies within the Generalist Practice curriculum differs from the Advanced Practice Curriculum. The definition of each competency at the Generalist level is extended and enhanced at the Advanced Generalist level.

Competency 1 Students will demonstrate ethical and professional behavior.	
Generalist Practice Operationalization	Advanced Generalist Practice
Summarize the profession's history, its mission, and the roles and responsibilities of the profession and distinguish it from the roles of other professionals.

1Identify emerging technologies and explain how they support or facilitate social work practice.

Use supervision and consultation to build knowledge.

Explain ethical theories, including ethics of care.

Use person-first language in both written and verbal communications, avoiding language that equates people with the conditions they have.

Recognize personal values and beliefs and compare them to the value-base of the profession. (Practice OC)

Discuss the NASW Code of Ethics and distinguish between ethical and unethical behavior and professional and unprofessional behavior.

Explain and apply a systematic ethical decision making process.

Use reflection to understand how personal experiences and reactions influence professional judgment and behavior.

Commit to life-long learning to keep skills and knowledge current, relevant and effective.

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.

Apply correct grammar, syntax, basic writing skills, such as organization and clarity of message, and apply APA style format to scholarly writing.

Use all available resources to make ethical choices. | 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.

Develop and communicate self-awareness of own cultural worldview.

Continually identify triggers to unconscious biases and challenge biases that influence service delivery.

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.

Work collaboratively and professionally with other professionals in inter-professional environments, taking a leadership role when needed.

Regularly practice healthy self-care skills.

Demonstrate professionalism through 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. |

Competency 2	
Students will engage diversity and difference in practice.	
Generalist Practice Operationalization	Advanced Generalist Practice
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.	Explain how to explore the components of a cultural assessment.

Reflect upon how beliefs and attitudes about diversity were learned, and how those beliefs and attitudes are transmitted from generation to generation. |
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.	Identify strategies for managing biases in ways that help students engage diversity and difference in practice.
Explain how the role of a culture's societal structures and values may oppress, marginalize, alienate, or create privilege and power.	Analyze how diversity and difference shape life experiences in practice at the micro, mezzo, and macro levels and develop a plan for cultural sensitivity.
Appreciate the diverse experiences of others and the expertise of client groups as to their own experiences.	Develop a professional plan for increasing knowledge about diverse groups.
Use reflection to manage the influence of personal biases and values.	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. (Field 4)
Reflect on the ways in which social structures and life experiences of privilege, power, acclaim, marginalization, discrimination, and oppression influence one's worldview & relationships with others.	
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.	
Reflect upon students' own experiences of oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim.	
Discuss issues of difference, oppression, and privilege with increased comfort, based on self-report.	
Convey respect and sensitivity to effectively engage and work with diverse groups.	
Use knowledge of diverse groups to engage, assess, intervene, and evaluate services.	

Competency 3
Students will advance human rights and social, economic, and environmental justice.

Generalist Practice Operationalization	Advanced Generalist Practice
Discuss freedom, safety, privacy, adequate standard of living, health care, and education as fundamental human rights.	Discuss two or more Human Rights treaties such as the Convention on Prevention & Punishment of the Crime of Genocide, the Convention of the Rights of the Child, etc. and their current status.
Give examples of how environmental justice is denied for certain groups of people and the global interconnections of oppression and human rights violations.	Explain strategies designed to protect civil, political, economic, social, and cultural human rights.
Explain the purpose and basic tenets of the Universal Declaration of Human Rights and the Belmont Report.	Reflect upon how students' attitudes about social, econ., and environ. justice have evolved & changed.
Explain strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably.	Discuss how students' communities marginalize certain groups of people by considering locations of environmental sacrifice.
Recognize personal beliefs about social and economic justice.	Compare and contrast the provisions of the Universal Declaration of Human Rights with the human rights practices of the U.S. and another country.
Discuss why environmental justice is important to social work practice.	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.
Identify conflicting cultural values in the U.S. about the protection of human rights.	
Analyze the global connections of oppression and human rights violations as they relate to caritas.	Evaluate the human rights policies of another country and use theories of social justice and caring theory to recommend appropriate and effective interventions.
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.	Analyze how political and economic systems relate to the support of either social or economic justice and apply to the ICCPR or ICESCR.
Frame all social work practice through the lens of human rights.	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.
Apply strategies that advance social, economic, and environmental justice through political and legislative advocacy.	Create a targeted social media campaign to challenge oppressive structural barriers to fair and equal access to social, economic, and environmental rights.
	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.

Competency 4	
Students will engage in practice-informed research and research informed practice.	
Generalist Practice Operationalization	**Advanced Generalist Practice**
Explain the multiple ways of knowing, including the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.	Explain the components of organizational culture, such as the values, underlying assumptions, expectations, diversion of resources, etc.
Explain the components of research design including quantitative and qualitative methodology, literature review, sampling, operationally defining concepts, and collecting, analyzing, and interpreting data (Research)	Reflect on how the student's attitudes about research may have changed from the beginning of the research project to its completion. Integrate knowledge from multiple types of sources and explain how the knowledge can be used in social work practice.
Discuss the historical background of IRBs and how they protect human subjects. (Research)	Critique the strengths and weaknesses of qualitative and quantitative research designs.
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.	Assess the organizational culture of the Field agency relative to caritas and make recommendations to develop or strengthen a culture of caritas Conduct analysis of data collected through the research process.
Use critical thinking to analyze research methods, findings, and generalizability to practice. (Research)	Explain, interpret, and disseminate the research results.
Use experiences in practice to generate possible research questions. (Research)	Generate new questions as a result of what was learned.
Use literature review to inform practice at the micro, mezzo, and macro levels. (Field 2)	
Use practice experience, theory, and a comprehensive literature review to inform scientific inquiry and develop a research proposal. (Research)	

Competency 5	
Students will engage in policy practice.	
Generalist Practice Operationalization	Advanced Generalist Practice
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. (Policy) Explain social work's role in policy development and implementation within practice settings at the micro, mezzo, and macro levels. Discuss the historical and contemporary roles of the social work profession in the development of U.S. social welfare policy. Discuss and challenge personal attitudes about poverty, and identify where they were first learned. Discuss personal barriers to engaging in macro practice. (SW 540) Analyze a social problem learned from direct practice and develop policy recommendations to ameliorate it. Analyze a social problem learned from direct practice and develop policy recommendations to ameliorate it. 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. 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.	Discuss the role of a logic model in program evaluation.) Explain the steps required for a community needs assessment. Increase comfort level with macro practice and legislative advocacy, per self-report. Apply critical thinking to examine policies that advance human rights and social, economic and environmental justice, and how they relate to caritas. Analyze how social policy at the local, state, and federal levels affects access to social services, service delivery, and client well-being. Conduct a community needs assessment, identifying the strengths and needs of neighborhoods and various population groups who have experienced disadvantage.

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

Competency 7	
Students will assess individuals, families, groups, organizations, and communities.	
Generalist Practice Operationalization	Advanced Generalist Practice
Explain theories of human behavior and the social environment, including caring theory related to assessment of individuals, families, groups, organizations, and communities. (SW 530)	Use a theory of human behavior to conceptualize assessment of individuals, families, groups, organizations, and communities.
Recognize how personal attitudes and unconscious beliefs might influence the assessment process. (HBSE)	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.
Use critical thinking to interpret information from client systems. (SW 540)	Discuss the ethical implications of various diagnostic labels.
Use assessment as an ongoing, interactive process and collect and organize data that informs the direction of intervention goals. (SW 530)	Evaluate data collected to inform treatment goals.
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client systems. (Field 2)	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. (Cog)
Recognize and correctly apply diagnostic criteria to formulate a diagnostic impression and recommend effective treatments associated with symptomatology/diagnosis. (Psych)	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.
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of client systems. (Psych)	

Competency 8	
Students will intervene with individuals, families, groups, organizations, and communities.	
Generalist Practice Operationalization	Advanced Generalist Practice
Discuss theories of human behavior and the social environment and person-in-environment perspective to guide interventions with different types of client systems.	Explain theories of human behavior and the social environment and person-in-environment perspective to guide interventions with different types of client systems.
Reflect upon the philosophical differences between the concepts of service & beneficence and autonomy & self-determination.	Reflect upon the assumptions made about client systems when they display resistance.
Discuss the value of inter-professional teamwork and communication in interventions and the benefit of interdisciplinary interventions.	Distinguish between practices that have little or weak empirical support, including practices that could be harmful, and practices that have strong or developing support.
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.	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.
Based on assessment, determine the most appropriate evidence-based intervention.	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 intervention as an ongoing, interactive process.	
Choose and implement interventions to achieve practice goals and enhance capacities of client systems.	Use therapeutic approaches that show appreciation and respect for all forms of human diversity.
Choose interventions that recognize and appreciate the experiences of diverse groups.	Apply skills related to theoretical orientation such as motivational interviewing, cognitive-behavioral interventions, family therapy, community organizing, etc.

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

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 <u>Generalist Practice</u> field placements provide students with the following learning experiences:

- 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.
- Regular weekly supervision to discuss the integration and application of classroom learning and to maintain ethical practices.
- Timely orientation and observational experiences so that students may move quickly into supervised direct service responsibilities
- 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.
- Opportunities to work with and on behalf of clients from marginalized populations and advocate for human rights, social, economic and/or environmental justice.
- Encouragement to identify and address the impact of context on professional practice.
- An environment in which to engage in critical reflection upon their practice and the development of a professional identity as a social worker.
- 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.
- 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 <u>Advanced Generalist Practice</u> field placements provide students with the following learning experiences.

- Opportunities to further develop generalist skills.
- Opportunities to engage in clinical social work.
- Responsibilities to solve problems using creativity and evidence based practices rather than to complete assigned discrete tasks.
- Apply direct practice skills in more complex situations, especially in multi-system settings such as school, home, child welfare, adult welfare, community agencies, etc.
- Engage in leadership activities (e.g., run a staff meeting, host an interagency conference, mobilize a group for planned change, etc.)
- Identify issues from direct practice that could be positively affected by broader, systemic change and engage in related advocacy.
- Engage in scientific inquiry
- Navigate and resolve complex ethical issues

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 as described in the MSW Field Manual.

- Provide a safe workspace, educational support necessary for student learning, and the supplies 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 faculty 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 health 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 Field Instructor and Faculty Instructor to develop and follow a Learning Contract that meets the educational needs of the student.

- Develop an agenda for regular supervisory conferences.

- Notify the Field Coordinator as quickly as possible of any concerns or discrepancies at the practicum that cannot be mutually resolved between students and Field Supervisors;

- 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 health insurance and 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.]

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 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 Field Instructor external to the agency.

- Meet with the Field Faculty at periodic intervals to discuss practicum assignments and student performance.

- Initiate consultation with the Field Faculty 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 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 Faculty 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.

- Hold the student accountable to the NASW Code of Ethics.

Task Supervisors

Task Supervisors are employed by the agency, and 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 Supervisors is expected to

- Participate with the student, Field Instructor, and Field Faculty 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 Faculty.

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.

Field Faculty

Field Faculty are employed by the University and teach the Field Seminar.

Field Faculty 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 Faculty'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.

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 educational 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 provides services within the scope of professional social work.
4. The Field Agency accepts 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 allows 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.
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 Faculty, 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 Faculty.

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 to resolving conflicts, documentation requirements, etc. At the agency, the Field Instructor is responsible for orienting the student to the agency. Field Supervisors 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 form 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 Faculty 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 Faculty. 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 Faculty, 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 monthly time sheet. Both the student and the Field Instructor 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 less 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 less 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 less 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 less 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 which 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).

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. Students are also expected to bring information related to current study to the class. Show you have read and understand the material by bringing additional material to the class. Always be prepared to discuss the elements of a paper submitted. Be sure to 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. 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
President of the University
larryh@brescia.edu
270-686-4236

Sister Cheryl Clemons
Vice President for Academic Affairs
cheryl.clemons@brescia.edu
270-686-4250

Mr. Jeff Barnette, Associate Academic Dean
for Online Programs
jeffrey.barnette@brescia.edu
270-686-4359

Dr. Laura Gibson
MSW Program Director
Laura.gibson@brescia.edu
270-689-3803

Dwayne Ottman
Office of Disability Services
(270) 686-4281

Ms. Eva Atkinson
Counseling Director
270-686-4282

Sr. Pam Mueller
Director of Campus Ministry
pam.mueller@brescia.edu
270-686-4319

Library
270-686-4212

Registrar's Office
registrar@brescia.edu

Bookstore
Beverly.mccandless@brescia.edu
270-686-4255

Learning House Tech Support
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_____

STUDENT

Name of student_____   Advisor _____

Do you require accommodations to perform work in a field agency? If yes, please specify:
___ Yes   ___ No

_____

PROPOSED FIELD PLACEMENT

Agency Name: _____
Address: _____
_____

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

Proposed Field Supervisor's Name _____
                    Phone Number _____
                    Email _____
Social Work Degree: ____ BSW ____ MSW/MSSW ____ Other _____
Years of post-Master's social work experience _____
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 module 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, past employment or volunteer experiences, 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:

Fax :   270-686-4273
Postal mail: Brescia University School of Social Work
                717 Frederica Street
                Owensboro, Kentucky 42301
Scan/email: leann.howell@brescia.edu

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	

_____ _____
Employment Supervisor Proposed Practicum Supervisor
Signature Signature

_____ _____
Print Name Print Name

_____ _____
Date Date

_____ _____
Director of Field Education Student
Signature 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

☐ 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.

STUDENT MONTHLY ACTIVITY REPORT

DUE BY THE 7TH OF EACH MONTH FOR PREVIOUS MONTH!

BRESCIA UNIVERSITY

Student_____**Date**_____

Agency_____

The student completes this form monthly, signs it, and submits to her/his Field Instructor. The Field Instructor must sign the form and the student should send it to the Field Faculty by the 7th of each month. To submit, please scan and upload the document into the Moodle course in the designated area. Record the time you spend each week, in each category, to the closest half-hour. Please make sure **to record your total monthly hours and cumulative hours**.

Each column put date for week beginning-ending					
I. Direct Service to Individuals/Couples/Families (student as leader/co-facilitator of educational, support, or therapy sessions)					
II. Direct Service to Groups, Organizations, or Communities (student as leader/co-facilitator of educational, support, or therapy groups)					
III. Indirect Service/Administrative Activities (planning, coordinating, budgeting, policy development, community organizing, research, committee meetings)					
IV. Shadowing workers on the job					
V. Formal Supervision (formal face to face time with practicum supervisor for reflection on social work practice; NOT shadowing or informal supervision)					
VI. Weekly Total Hours					

VII. Total Cumulative Hours from Previous Month	**VIII. Total Hours This Month**	**XI. Grand Total Cumulative Hours to Date**

STUDENT:_____)_____ DATE:_____

FIELD SUPERVISOR:_____DATE:_____

Assessment & Remediation Plan
For
Unsatisfactory Performance

*To be completed if a student is making unsatisfactory academic or performance progress. Circle one response in each category.

Student Name: _____ GPA: _____

Assessment

A. Oral Communication Skills

1. No opportunity to assess
2. Makes frequent speaking errors; inarticulate; hesitates to express self; or does not use voice effectively
3. Expresses self but not regularly; makes some errors; or does not consistently use voice effectively
4. Expresses self regularly; uses Standard English grammar; uses voice effectively
5. Expresses self very well; communicates ideas very well; is adept in using voice effectively

Comments:

B. Written Communication Skills

1. No opportunity to assess
2. Writing frequently includes grammatical/mechanical errors; or is often unclear
3. Writing includes some grammatical/mechanical errors; or is somewhat unclear
4. Writing includes very few minor errors; clear
5. Writing is error-free and is very clear

Comments:

C. Attendance and Punctuality

1. No opportunity to assess
2. Unacceptable absenteeism or tardiness
3. Frequently absent, tardy, or leaves early
4. Rarely absent or tardy
5. Perfect attendance

Comments:

D. Work Habits/ Commitment to Excellence
1. No opportunity to assess
2. Work or performance does not meet minimal requirements or expectations
3. Work or performance meets minimal requirements or expectations
4. Work and performance indicates significant effort and care
5. Work and performance consistently demonstrates commitment to candidate's own high standards for professional work

Comments:

E. Quality of Work
1. No opportunity to assess
2. Consistently hands in work that is of poor quality, incomplete or late; does not make use of available resources, help, or suggestions to develop or improve work
3. Often submits work that is of poor quality, incomplete or late; does not consistently use resources, help, or suggestions to develop or improve work
4. Submits work that meets minimum requirements on time
5. Reaches beyond the minimum, and turns in excellent work

Comments:

F. Professional Dress
1. No opportunity to assess
2. Consistently dresses inappropriately
3. Sometimes dresses appropriately
4. Usually dresses professionally
5. Consistently dresses professionally

Comments:

G. Quality of Interactions and Participation (Classroom and Field Experiences)
1. No opportunity to assess.
2. Consistently apathetic or indifferent; disruptive or off-task; does not contribute to classroom activities or is not appropriately engaged with students and colleagues; unprepared.
3. Sometimes uninvolved or disruptive or off-task; minimally contributes to classroom activities or is sometimes not engaged with students and colleagues; not well-prepared
4. Contributes to classroom activity and is appropriately engaged with students and colleagues; comes prepared
5. Contributes to classroom and school activity, often as a leader; highly engaged with students and colleagues; comes well-prepared

Comments:

H. Critical Thinking Skills
1. No opportunity to assess.
2. Makes no attempt to question, analyze, interpret, explain, or evaluate; unable to justify the results of his/her thinking; or maintains or defends views based on self-interest or preconceptions; close minded
3. Struggles with questioning, analyzing, interpreting, explaining, or evaluating, and with providing rationale for reasons, points of view; or does this in superficial manner
4. Thoughtfully questions, analyzes, interprets, explains, or evaluates and is able to justify the results of his her thinking; open-minded
5. Accurately interprets; identifies salient information or reasons; draws warranted judicious conclusions; justifies and explains assumptions and reasons; fair-mindedly follows where evidence and reason lead.

Comments:

I. Collegiality
1. No opportunity to assess.
2. Often does not demonstrate collaborative skills (e.g., active listening; able to switch from leading to being a member; encouraging ideas; facilitating group in reaching goals)
3. Sometimes demonstrates collaborative skills
4. Responsibly engages in group/team efforts
5. Strong contributor to group/team efforts

Comments:

J. Respect for Others
1. No opportunity to assess.
2. Overly negative or critical; insensitive to the feelings and needs of others; discourteous; does not show that he or she values ideas of others; may ignore rules or common etiquette; acts out of self-interest in most situations; may lack self-control in interactions
3. On a few occasions, is overly negative or critical, insensitive, or discourteous; sometimes does not value others' ideas or ignores rules/common etiquette or acts out of self-interest; may lack self-control in interactions
4. Applies critical perspective appropriately; is sensitive to the feelings and needs of others; courteous; demonstrates that he or she values the ideas of others; abides by rules and common etiquette; acts in the interests of others; demonstrates self-control in interactions
5. Uses positive approaches when questioning or criticizing; acts on concerns for the feelings and needs of others; abides by rules and common etiquette; is very courteous; acts in the best interests of others in many situations

Comments:

K. Initiative
1. No opportunity to assess.
2. Passive, depends on others
3. Needs supervision to implement ideas
4. Demonstrates self-initiative and independence
5. Creative, resourceful and self-directed

Comments:

L. Attitude Toward Clients
1. No opportunity to assess.
2. Lacks interest in or is negative toward clients; does not demonstrate an attitude that all clients can change; does not view own responsibility in motivating clients; lacks knowledge and skills in establishing rapport motivating clients
3. Makes minimal efforts to establish rapport with clients; does not always demonstrate an attitude that all clients can change; makes minimal effort to motivate clients
4. Develops rapport with clients; demonstrates an attitude that all clients can change; demonstrates knowledge and skills in motivating clients
5. Effectively develops professional /personal connections with clients which contribute to client development; acts on a strong belief that all clients can change; uses many strategies that effectively motivate clients

Comments:

M. Response to Constructive Feedback
1. No opportunity to assess.
2. Defensive / non-responsive and does not make changes to subsequent performances or behaviors
3. Defensive and/or non-responsive; subsequent performances or behaviors show some changes
4. Receptive; subsequent performances show some productive changes
5. Receptive; subsequent performances consistently show productive changes

Comments:

N. Ability to Handle Stress and to Manage Workload
1. No opportunity to assess.
2. Often handles stress in non-productive manner (e.g., by complaining, becoming angry, withdrawing); unable to manage the demands or workload associated with academics; often sick, tired, or lacks stamina
3. Sometimes handles stress in non-productive manner; sometimes unable to manage the demands/workload of academics.
4. Handles stress in productive manner; manages the demands/workload associated with academics
5. Handles stress in a productive manner and maintains an optimistic and positive approach in stressful situations; manages the demands/workload associated with academics very well.

Comments:

O. Commitment to Diversity and Equity
1. No opportunity to assess.
2. Ethnocentric; considers only personal perspective
3. Demonstrates awareness of diversity issues and of multiple perspectives
4. Demonstrates emerging commitment to learning more about diversity and utilizing multiple perspectives
5. Consistently demonstrates a commitment to understanding diversity.

Comments:

P.   NASW Code of Ethics (if not addressed in the above items)

Comments:

Q.   Illegal Behavior

Comments:

R.   Threatening or Dangerous Behavior

Comments:

Plan for Improvement:

* Only develop a plan for areas that are *unsatisfactory*.
Participants must include the student, the student's advisor, and the MSW Program Director

Objective:		
Behavioral strategies the student may use to improve performance.	Resources Needed by the Student	Time Frame for Review

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Behavioral strategies the student may use to improve performance.	Resources Needed by the Student	Time Frame for Review

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Behavioral strategies the student may use to improve performance.	Resources Needed by the Student	Time Frame for Review

Signatures of all who participated in the development of the Remediation Plan:

*Student: _____Date:_____
(Required)

Student's Advisor: _____Date:_____
(Required))

MSW Program Director: _____Date:_____
(Required)

Other Social Work Faculty: _____Date:_____

Director of Field Education: _____*Date:*_____

*Field Instructor:*_____*Date*:_____

*To student: By signing this form, you acknowledge that you have been provided with a copy of this form if requested. Your signature is not an acknowledgement of complete agreement with this evaluation. If you do not agree with specific elements in this evaluation, you may append a statement explaining your disagreements. If you wish to discuss this evaluation with the person who completed it, please make an appointment with that individual.

Review of Plan

Objective (& Letter):	Result: __ No improvement __ Partial improvement __ Satisfactory Performance	Comments
		:

Objective (& Letter):	Result: __ No improvement __ Partial improvement __ Satisfactory Performance	Comments
		:

Objective (& Letter):	Result: __ No improvement __ Partial improvement __ Satisfactory Performance	Comments
		:

Recommendations

____ No additional support or assistance is needed; student can independently maintain progress
____ Additional monitoring/support is needed
____ Alternative resources are needed
____ Dismiss from the MSW program

Signatures of all who participated in the review of the Remediation Plan and recommendations:

*Student: _____Date:_____
(Required)*

*Student's Advisor: _____Date:_____
(Required))*

*MSW Program Director: _____Date:_____
(Required)*

*Other Social Work Faculty: _____Date:_____
(Required for dismissal)*

Director of Field Education: _____*Date:*_____

*Field Instructor:*_____*Date*:_____

*By signing this form, you acknowledge that you have been provided with a copy of this form if requested. Your signature is not an acknowledgement of complete agreement with this evaluation. If you do not agree with specific elements in this evaluation, you may append a statement explaining your disagreements. If you wish to discuss this evaluation with the person who completed it, please make an appointment with that individual.

Learning Contract & Evaluation
Generalist Year
Field 1 or Field 2

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 (or be admitted to advanced standing)
- 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.

Learning Plan Developed	Learning Plan Assessment MIDTERM	Learning Plan Assessment FINAL
_____	_____	_____
Student's Signature	Student's Signature	Student's Signature
_____	_____	_____
Student's Printed Name	Student's Printed Name	Student's Printed Name
_____	_____	_____
Date	Date	Date
_____	_____	_____
Field Instructor's Signature	Field Instructor's Signature	Field Instructor's Signature
_____	_____	_____
Field Instructor's Printed Name	Field Instructor's Printed Name	Field Instructor's Printed Name
_____	_____	_____
Date	Date	Date
_____	_____	_____
Field Faculty Signature	Field Faculty Signature	Field Faculty Signature
_____	_____	_____
Field Faculty Printed Name	Field Faculty Printed Name	Field Faculty Printed Name
_____	_____	_____
Date	Date	Date

Competency 1 Demonstrates ethical and professional behavior	Learning Plan	
	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it?	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) ▪ How will you show the degree to which you have this skill?
Skill Demonstration ▪ 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. ▪ Apply correct grammar, syntax, basic writing skills, such as organization and clarity of message, and apply APA style format to scholarly writing. ▪ Use all available resources to make ethical choices. ▪ Write documents related to social work practice such as assessment, treatment plans, progress notes, court reports, etc.		
Cognitive & Affective Processes ▪ Use reflection to understand how personal experiences and reactions influence professional judgment and behavior. ▪ Commit to life-long learning to keep skills and knowledge current, relevant and effective.		
Knowledge ▪ Use supervision and consultation to build knowledge.		
Other (To be Identified by Student) ▪		

Competency 1 Demonstrates ethical and professional behavior	Evaluation				
	Circle the number that best represents the student's competence.				
Skill Demonstration ▪ 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. ▪ Apply correct grammar, syntax, basic writing skills, such as organization and clarity of message, and apply APA style format to scholarly writing. ▪ Use all available resources to make ethical choices. ▪ Write documents related to social work practice such as assessment, treatment plans, progress notes, court reports, etc.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Cognitive & Affective Processes ▪ Use reflection to understand how personal experiences and reactions influence professional judgment and behavior. ▪ Commit to life-long learning to keep skills and knowledge current, relevant and effective.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Knowledge ▪ Use supervision and consultation to build knowledge.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Other (To be Identified by Student) ▪	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				

Competency 2 Engages diversity and difference in practice.	Learning Plan	
	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it?	**Method of Evaluation** (e.g., direct observation, discussion, progress notes, process recordings, etc.) ▪ How will you show the degree to which you have this skill?
Skill Demonstration ▪ Discuss issues of difference, oppression, and privilege with increased comfort, based on self-report. . ▪ Convey respect and sensitivity to effectively engage and work with diverse groups. ▪ Use knowledge of diverse groups to engage, assess, intervene, and evaluate services.		
Cognitive & Affective Processes ▪ 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.		
Values ▪ Use reflection to manage the influence of personal biases and values.		
Other (To be Identified by Student) ▪		

Competency 2 Engages diversity and difference in practice	Evaluation				
	Circle the number that best represents the student's competence.				
Skill Demonstration ▪ Discuss issues of difference, oppression, and privilege with increased comfort, based on self-report. . ▪ Convey respect and sensitivity to effectively engage and work with diverse groups. ▪ Use knowledge of diverse groups to engage, assess, intervene, and evaluate services.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Cognitive & Affective Processes ▪ 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.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Values ▪ Use reflection to manage the influence of personal biases and values.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Other (To be Identified by Student) ▪	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				

Competency 3 Advances human rights and social, economic, and environmental justice.	Learning Plan	
	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it?	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) ▪ How will you show the degree to which you have this skill?
Skill Demonstration ▪ Apply strategies that advance social, economic, and environmental justice through political and legislative advocacy.		
Knowledge ▪ Give examples of how environmental justice is denied for certain groups of people and the global interconnections of oppression and human rights violations.		
Values ▪ Identify conflicting cultural values in the U.S. about the protection of human rights.		
Other (Optional; Identified by Student) ▪		

Competency 3 Advances human rights and social, economic, and environmental justice.	Evaluation				
	Circle the number that best represents the student's competence.				
Skill Demonstration ▪ Apply strategies that advance social, economic, and environmental justice through political and legislative advocacy.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Knowledge ▪ Give examples of how environmental justice is denied for certain groups of people and the global interconnections of oppression and human rights violations.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Values ▪ Identify conflicting cultural values in the U.S. about the protection of human rights.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Other (To be Identified by Student) ▪	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				

Competency 4 Engages in practice informed research and research-informed practice.	Learning Plan	
	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it?	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) ▪ How will you show the degree to which you have this skill?
Skill Demonstration ▪ Use experiences in practice to generate possible research questions.		
▪ Use literature review to inform practice at the micro, mezzo, and macro levels.		
▪ Use practice experience, theory, and a comprehensive literature review to inform scientific inquiry and develop a research proposal.		
Values ▪ Explain the importance of research to social work practice.		
Other (To be Identified by Student) ▪		

Competency 4 Engages in practice-informed research and research-informed practice.	Evaluation				
	Circle the number that best represents the student's competence.				
Skill Demonstration ▪ Use experiences in practice to generate possible research questions.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
▪ Use literature review to inform practice at the micro, mezzo, and macro levels.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
▪ Use practice experience, theory, and a comprehensive literature review to inform scientific inquiry and develop a research proposal.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Values ▪ Explain the importance of research to social work practice.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Other (To be Identified by Student) ▪	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				

Competency 5 Engages in policy practice.	Learning Plan	
	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it?	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) ▪ How will you show the degree to which you have this skill?
Skill Demonstration • 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.		
• 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.		
Values ▪ Use reflection to manage the influence of personal biases and values.		
Other (To be Identified by Student) ▪ Discuss personal barriers to engaging in macro practice.		

Competency 5 Engages in policy practice.	Evaluation				
	Circle the number that best represents the student's competence.				
Skill Demonstration ▪ 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. ▪ 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.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Values ▪ Use reflection to manage the influence of personal biases and values.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Other (To be Identified by Student) ▪	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				

Competency 6 Engages with individuals, families, groups, organizations, and communities.	Learning Plan	
	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it?	**Method of Evaluation** (e.g., direct observation, discussion, progress notes, process recordings, etc.) ▪ How will you show the degree to which you have this skill?
Skill Demonstration • Demonstrate skills of relationship-building and inter-professional collaboration to facilitate engagement with client systems and other professionals as appropriate.		
• Use empathy, reflection, and other interpersonal skills, guided by caring theory or other theory of human behavior, to effectively engage diverse client systems.		
▪ Use conscious caring and professional use of self to further develop engagement skills.		
Cognitive & Affective Processes • Recognize how personal experiences and affective reactions may affect ability to effectively engage with diverse client systems.		
• Explain how various strategies to engage diverse clients may help or hinder efforts to advance practice effectiveness.		
▪ Reflect on the ways in which personal experiences and affective reactions may affect their ability to engage with client systems and other professionals.		
Other (To be Identified by Student) ▪		

Competency 6 Engages with individuals, families, groups, organizations, and communities.	Evaluation				
	Circle the number that best represents the student's competence.				
Skill Demonstration • Demonstrate skills of relationship-building and inter-professional collaboration to facilitate engagement with client systems and other professionals as appropriate. • Use empathy, reflection, and other interpersonal skills, guided by caring theory or other theory of human behavior, to effectively engage diverse client systems. ▪ Use conscious caring and professional use of self to further develop engagement skills.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Cognitive & Affective Processes • Recognize how personal experiences and affective reactions may affect ability to effectively engage with diverse client systems. • Explain how various strategies to engage diverse clients may help or hinder efforts to advance practice effectiveness. • Reflect on the ways in which personal experiences and affective reactions may affect their ability to engage with client systems and other professionals.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Other (To be Identified by Student) ▪	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				

Competency 7 Assesses individuals, families, groups, organizations, and communities.	Learning Plan	
	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it?	**Method of Evaluation** (e.g., direct observation, discussion, progress notes, process recordings, etc.) ▪ How will you show the degree to which you have this skill?
Skill Demonstration ▪ Use assessment as an ongoing, interactive process and collect and organize data that informs the direction of intervention goals.		
▪ Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client systems.		
▪ Recognize and correctly apply diagnostic criteria to formulate a diagnostic impression and recommend effective treatments associated with symptomatology/diagnosis.		
▪ Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of client systems.		
Cognitive & Affective Processes ▪ Use critical thinking to interpret information from client systems.		
Other (To be Identified by Student) ▪		

Competency 7 Assesses individuals, families, groups, organizations, and communities.	Evaluation				
	Circle the number that best represents the student's competence.				
Skill Demonstration	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
▪ Use assessment as an ongoing, interactive process and collect and organize data that informs the direction of intervention goals.	If below 4, suggestions for how to improve in this area:				
▪ Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client systems.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
▪ Recognize and correctly apply diagnostic criteria to formulate a diagnostic impression and recommend effective treatments associated with symptomatology/diagnosis.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
▪ Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of client systems.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Cognitive & Affective Processes ▪ Use critical thinking to interpret information from client systems.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Other (To be Identified by Student) ▪	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				

Competency 8 Intervenes with individuals, families, groups, organizations, and communities.	Learning Plan	
	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it?	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) ▪ How will you show the degree to which you have this skill?
Skill Demonstration ▪ Use intervention as an ongoing, interactive process.		
▪ Choose and implement interventions to achieve practice goals and enhance capacities of client systems.		
▪ Choose interventions that recognize and appreciate the experiences of diverse groups.		
Cognitive & Affective Processes • 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.		
Values • Reflect upon the philosophical differences between the concepts of service & beneficence and autonomy & self-determination.		
• Discuss the value of inter-professional teamwork and communication in interventions and the benefit of interdisciplinary interventions.		
Other (To be Identified by Student) ▪		

Competency 8 Intervenes with individuals, families, groups, organizations, and communities.	Evaluation				
	Circle the number that best represents the student's competence.				
Skill Demonstration ▪ Use intervention as an ongoing, interactive process.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
▪ Choose and implement interventions to achieve practice goals and enhance capacities of client systems.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
▪ Choose interventions that recognize and appreciate the experiences of diverse groups.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Cognitive & Affective Processes • 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.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Values • Reflect upon the philosophical differences between the concepts of service & beneficence and autonomy & self-determination.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
• Discuss the value of inter-professional teamwork and communication in interventions and the benefit of interdisciplinary interventions.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Other (To be Identified by Student) ▪	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				

Competency 9 Evaluates practice with individuals, families, groups, organizations, and communities.	Learning Plan	
	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it?	**Method of Evaluation** (e.g., direct observation, discussion, progress notes, process recordings, etc.) ▪ How will you show the degree to which you have this skill?
Skill Demonstration ▪ Use evaluation as an ongoing, interactive process to improve service delivery and outcome. ▪ Select and use appropriate method for evaluation of outcomes. ▪ Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. ▪ Demonstrate community practice evaluation skills such as program evaluation and ethnography.		
Other (To be Identified by Student) ▪		

Competency 9 Evaluates practice with individuals, families, groups, organizations, and communities.	Evaluation				
	Circle the number that best represents the student's competence.				
Skill Demonstration ▪ Use evaluation as an ongoing, interactive process to improve service delivery and outcome.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
▪ Select and use appropriate method for evaluation of outcomes.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
▪ Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
▪ Demonstrate community practice evaluation skills such as program evaluation and ethnography.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Other (To be Identified by Student) ▪	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				

Learning Contract & Evaluation
Specialization Year
Field 3 or Field 4

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.

Learning Plan Developed BEGINNING	Learning Plan Assessment MIDTERM	Learning Plan Assessment FINAL
_____ Student's Signature	_____ Student's Signature	_____ Student's Signature
_____ Student's Printed Name	_____ Student's Printed Name	_____ Student's Printed Name
_____ Date	_____ Date	_____ Date
_____ Field Instructor's Signature	_____ Field Instructor's Signature	_____ Field Instructor's Signature
_____ Field Instructor's Printed Name	_____ Field Instructor's Printed Name	_____ Field Instructor's Printed Name
_____ Date	_____ Date	_____ Date
_____ Field Faculty Signature	_____ Field Faculty Signature	_____ Field Faculty Signature
_____ Field Faculty Printed Name	_____ Field Faculty Printed Name	_____ Field Faculty Printed Name
_____ Date	_____ Date	_____ Date

Competency 1 Demonstrates ethical and professional behavior	Learning Plan	
	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it?	**Method of Evaluation** (e.g., direct observation, discussion, progress notes, process recordings, etc.) ▪ How will you show the degree to which you have this skill?
Skill Demonstration ▪ Work collaboratively and professionally with other professionals in inter-professional environments, taking a leadership role when needed. ▪ Regularly practice healthy self-care skills. ▪ Demonstrate professionalism through 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.		
Cognitive & Affective Processes ▪ 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.		
Other (To be Identified by Student) ▪		

Competency 1 Demonstrates ethical and professional behavior	Evaluation				
	Circle the number that best represents the student's competence.				
Skill Demonstration ▪ Work collaboratively and professionally with other professionals in inter-professional environments, taking a leadership role when needed. ▪ Regularly practice healthy self-care skills. ▪ Demonstrate professionalism through 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.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Cognitive & Affective Processes ▪ 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.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Other (To be Identified by Student) ▪	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				

Competency 2 Engages diversity and difference in practice.	Learning Plan	
	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it?	**Method of Evaluation** (e.g., direct observation, discussion, progress notes, process recordings, etc.) ▪ How will you show the degree to which you have this skill?
Skill Demonstration • Develop a professional plan for increasing knowledge about diverse groups. ▪ Demonstrate cultural competence 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.		
Knowledge ▪ Explain how to explore the components of a cultural assessment.		
Other (To be Identified by Student) ▪		

Competency 2 Engages diversity and difference in practice	Evaluation				
	Circle the number that best represents the student's competence.				
Skill Demonstration • Develop a professional plan for increasing knowledge about diverse groups.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
• Demonstrate cultural competence 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.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Knowledge • Explain how to explore the components of a cultural assessment.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Other (To be Identified by Student) •	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				

Competency 3 Advances human rights and social, economic, and environmental justice.	Learning Plan	
	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it?	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) ▪ How will you show the degree to which you have this skill?
Skill Demonstration ▪ 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. ▪ Create a targeted social media campaign to challenge oppressive structural barriers to fair and equal access to social, economic, and environmental rights. ▪ 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.		
Other (Optional; Identified by Student) ▪		

Competency 3 Advances human rights and social, economic, and environmental justice.	Evaluation				
	Circle the number that best represents the student's competence.				
Skill Demonstration ▪ 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.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
▪ Create a targeted social media campaign to challenge oppressive structural barriers to fair and equal access to social, economic, and environmental rights.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
▪ 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.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Other (To be Identified by Student) ▪	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				

Competency 4 Engages in practice informed research and research-informed practice.	Learning Plan	
	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it?	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) ▪ How will you show the degree to which you have this skill?
Skill Demonstration ▪ Assess the organizational culture of the Field agency relative to caritas and make recommendations to develop or strengthen a culture of caritas. ▪ Conduct analysis of data collected through the research process. ▪ Explain, interpret, and disseminate the research results. ▪ Generate new questions as a result of what was learned.		
Other (To be Identified by Student) ▪		

Competency 4 Engages in practice-informed research and research-informed practice.	Evaluation				
	Circle the number that best represents the student's competence.				
Skill Demonstration	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
▪ Assess the organizational culture of the Field agency relative to caritas and make recommendations to develop or strengthen a culture of caritas.	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
▪ Conduct analysis of data collected through the research process.	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
▪ Explain, interpret, and disseminate the research results.	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
▪ Generate new questions as a result of what was learned.	If below 4, suggestions for how to improve in this area:				
Other (To be Identified by Student) ▪	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				

Competency 5 Engages in policy practice.	Learning Plan	
	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it?	**Method of Evaluation** (e.g., direct observation, discussion, progress notes, process recordings, etc.) ▪ How will you show the degree to which you have this skill?
Skill Demonstration • Conduct a community needs assessment, identifying the strengths and needs of neighborhoods and various population groups who have experienced disadvantage.		
Other (To be Identified by Student) ▪		

Competency 5 Engages in policy practice.	Evaluation				
	Circle the number that best represents the student's competence.				
Skill Demonstration ▪ Conduct a community needs assessment, identifying the strengths and needs of neighborhoods and various population groups who have experienced disadvantage.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Other (To be Identified by Student) ▪	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				

Competency 6 Engages with individuals, families, groups, organizations, and communities.	Learning Plan	
	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it?	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) ▪ How will you show the degree to which you have this skill?
Skill Demonstration ▪ Establish a working alliance and a collaborative relationship with colleagues and professionals from other disciplines to improve practice and facilitate engagement with client systems. ▪ Integrate interpersonal skills, knowledge of self, caring theory, and consultation to demonstrate engagement skills with individuals, families, groups, organizations, and communities.		
Cognitive & Affective Processes ▪ Compare and contrast how engagement skills may differ with the application of caring theory and other theories. (Field 4) ▪ Propose strategies for applying caring theory while maintaining professional boundaries.		
Values ▪ Recognize and effectively manage personal biases as they affect the therapeutic relationship in the service of clients' wellbeing.		
Other (To be Identified by Student) ▪		

Competency 6 Engages with individuals, families, groups, organizations, and communities.	Evaluation				
	Circle the number that best represents the student's competence.				
Skill Demonstration ▪ Establish a working alliance and a collaborative relationship with colleagues and professionals from other disciplines to improve practice and facilitate engagement with client systems.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
▪ Integrate interpersonal skills, knowledge of self, caring theory, and consultation to demonstrate engagement skills with individuals, families, groups, organizations, and communities.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Cognitive & Affective Processes ▪ Compare and contrast how engagement skills may differ with the application of caring theory and other theories. (Field 4)	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
▪ Propose strategies for applying caring theory while maintaining professional boundaries.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Values ▪ Recognize and effectively manage personal biases as they affect the therapeutic relationship in the service of clients' wellbeing.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Other (To be Identified by Student) ▪	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				

Competency 7 Assesses individuals, families, groups, organizations, and communities.	Learning Plan	
	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it?	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) ▪ How will you show the degree to which you have this skill?
Skill Demonstration ▪ 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.		
▪ 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.		
Cognitive & Affective Processes ▪ Discuss the ethical implications of various diagnostic labels.		
▪ Evaluate data collected to inform treatment goals.		
Values ▪ 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.		
Knowledge ▪ Use a theory of human behavior to conceptualize assessment of individuals, families, groups, organizations, and communities.		
Other (To be Identified by Student) ▪		

Competency 7 Assesses individuals, families, groups, organizations, and communities.	Evaluation				
	Circle the number that best represents the student's competence.				
Skill Demonstration ▪ 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. ▪ 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.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Cognitive & Affective Processes ▪ Discuss the ethical implications of various diagnostic labels. ▪ Evaluate data collected to inform treatment goals.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
Values ▪ 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.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
Knowledge ▪ Use a theory of human behavior to conceptualize assessment of individuals, families, groups, organizations, and communities.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
Other (To be Identified by Student) ▪	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				

Competency 8 Intervenes with individuals, families, groups, organizations, and communities.	Learning Plan	
	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it?	**Method of Evaluation** (e.g., direct observation, discussion, progress notes, process recordings, etc.) ▪ How will you show the degree to which you have this skill?
Skill Demonstration 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. Apply skills related to theoretical orientation such as motivational interviewing, cognitive-behavioral interventions, family therapy, community organizing, etc.		
Cognitive & Affective Processes 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.		
Values Reflect upon the assumptions made about client systems when they display resistance.		
Knowledge Explain theories of human behavior and the social environment and person-in-environment perspective to guide interventions with different types of client systems.		
Other (To be Identified by Student) ▪		

Competency 8 Intervenes with individuals, families, groups, organizations, and communities.	Evaluation				
	Circle the number that best represents the student's competence.				
Skill Demonstration ▪ 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. ▪ Apply skills related to theoretical orientation such as motivational interviewing, cognitive-behavioral interventions, family therapy, community organizing, etc.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Cognitive & Affective Processes • 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.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Values • Reflect upon the assumptions made about client systems when they display resistance.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Knowledge ▪ Explain theories of human behavior and the social environment and person-in-environment perspective to guide interventions with different types of client systems.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Other (To be Identified by Student) ▪	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				

Competency 9 Evaluates practice with individuals, families, groups, organizations, and communities.	Learning Plan	
	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it?	**Method of Evaluation** (e.g., direct observation, discussion, progress notes, process recordings, etc.) ▪ How will you show the degree to which you have this skill?
Skill Demonstration ▪ Use qualitative and quantitative evaluation methods, including single-system design, and community practice skills such as program evaluation and ethnography.		
▪ Use research to enhance and evaluate practice.		
▪ Review and revise intervention plans as needed to provide the amount of support and assistance needed without developing dependency.		
Cognitive & Affective Processes ▪ 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.		
Values ▪ Discuss personal beliefs related to client termination or referral.		
Knowledge ▪ Identify professional obligations for continuing education, guided by caring theory and jurisdictional requirements, with the goal of improving service delivery.		
Other (To be Identified by Student) ▪		

Competency 9 Evaluates practice with individuals, families, groups, organizations, and communities.	Evaluation				
	Circle the number that best represents the student's competence.				
Skill Demonstration • Use qualitative and quantitative evaluation methods, including single-system design, and community practice skills such as program evaluation and ethnography. • Use research to enhance and evaluate practice. • Review and revise intervention plans as needed to provide the amount of support and assistance needed without developing dependency.	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Cognitive & Affective Processes	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Values	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Knowledge	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				
Other (To be Identified by Student) •	1 Insufficient Evidence	2 Needs Improvement	3 Apprentice	4 Capable	5 Mastery
	If below 4, suggestions for how to improve in this area:				

BRESCIA UNIVERSITY SCHOOL OF SOCIAL WORK
FIELD INSTRUCTOR'S EVALUATION
(To be submitted after MSW590 and MSW 690)

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.

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

Please return to Dr. LeAnn Howell in <u>one</u> of the following ways:

fax	270-686-4273
postal mail	Brescia University School of Social Work
	717 Frederica Street,
	Owensboro, Kentucky 42301
Scan/email	lhowell@brescia.edu

BRESCIA UNIVERSITY SOCIAL WORK PROGRAM
STUDENT EVALUATION OF FIELD PRACTICUM
(To be submitted after SW590 and SW 690)

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?

4.   Has your practicum affirmed your career/educational plans? If not, describe how they are now altered.

5.   Additional comments.

Please return to Dr. LeAnn Howell in <u>one</u> of the following ways:

fax	270-686-4273
postal mail	Brescia University School of Social Work
	717 Frederica Street,
	Owensboro, Kentucky 42301
Scan/email	lhowell@brescia.edu

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).