Brescia University
Marilyn Younger Conley School of Social Work
Master of Social Work
Program Manual
For
Classroom and Field Education
Spring 2025

Contents

Welcome to the MSW Program

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

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

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

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

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

Warm Regards,

Dr. Lisa Baker Reece
MSW Program Director

Accreditation and Authorization

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

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

Council on Social Work Education

Brescia University's Master of Social Work Program is accredited by the Council on Social Work Education. Our accreditation status is posted here.

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 the Master of Science in Clinical Psychology and Master of Science in Speech-Language Pathology degrees.

Our University's Mission:

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

The Ursuline Tradition and the Profession of Social Work

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

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

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

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

Ursulines have an enduring concern for people who are marginalized, inspiring them to attend to those excluded by the cultural mores of the time, whether they be the girls of the 16th century; the First Nations people of 17th-century Canada; the African Americans of 18th-century New Orleans; the rural poor throughout the United States in the 19th and 20th centuries; the "underachievers" upon whom education was thought to be wasted; people with physical or mental disabilities across all the centuries; or the working adults of today who have been 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 social work program integrates anti-racism, diversity, equity, and inclusion (ADEI) across the curriculum. The dimensions of diversity, equity, and inclusion are understood as the intersectionality of multiple factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender and gender identity expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sexual orientation, and tribal sovereign status. Social workers practice with through an anti-racist lens.

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. As social workers, 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 approach parallels social work's core belief in the value of human relationships and community support.

Ursulines respect the gospel imperative to work for justice, to empower the marginalized, and to use one's God-given gifts to make the world better for one's presence in it. Social justice is a core value of social work and drives us to confront discrimination, oppression, and institutional inequities.

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

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

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

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

Philosophy and Mission of the Program

Purpose of the MSW Program

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

Program Philosophy

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

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

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

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

embraced this idea and quickly decided to use the notion of *caritas* in developing its new MSW program.

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

The Council on Social Work Education regulates the profession by accrediting schools of social work, holding those schools accountable to meet specified standards and graduate students who demonstrate an acceptable level of professional competence. The Association of Social Work Boards protects the public by developing an examination to be passed to determine a minimum level of competence, and individual states regulate licensing to protect the public. Yet expertise alone is not sufficient to prevent the dehumanizing effect that can sometimes result from the professionalization of social work.

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

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

Mission of the MSW Program

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

MSW Mission Statement

Brescia University prepares social workers to use specialized skills to ethically address the complex problems of people and their communities, through respect and partnership, service to others, and the valuing of dignity and unique gifts of all people. Through social work's core values, knowledge based on scientific inquiry, and a person-in-environment perspective, the program emphasizes helping people and their communities change in ways that improve their life conditions and honor their hopes and dreams. This includes the promotion of human rights, elimination of poverty, and quest for social and economic justice. We address all levels of practice: locally, regionally, and globally.

Program Goals

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

Program Objectives

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

MSW Program Mission, Goals, Objectives

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

Program objectives are achieved through completion of the MSW program. The program is comprised of a generalist year and a specialization year.

Generalist Practice

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

The Council on Social Work Education (2022) 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, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resilience of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.*" (p. 17)

Specialization Year: Advanced Generalist Practice

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

The Council on Social Work Education (2022) defines specialized practice as follows:
> "*Specialized practice builds on generalist practice by integrating the nine social work competencies that manifest in holist professional practice. Specialized practitioners extend and enhance social work knowledge, values, skills, and cognitive and affective processes, and demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention . . . Specialized practitioners synthesize and use the knowledge and skills necessary for interprofessional collaborations based on scientific inquiry and best practices, consistent with social work values. They engage in both research and advocacy in their commitment to changing structural inequities and to informing and improving practice, policy, and service delivery.*" (p. 18)

Student Learning Outcomes

Core competencies are operationalized as the multiple dimensions of knowledge, values, cognitive and affective processes, skills, and behaviors that are necessary to develop competent social work practitioners. These dimensions of competencies comprise the Student Learning Outcomes (SLO) in each MSW course. The following tables compare the generalist and advanced generalist practice student learning outcome.

Competency 1
Students will demonstrate ethical and professional behavior.

Generalist Practice SLOs	Advanced Generalist Practice SLOs
• Summarize the profession's history, its mission, and the roles and responsibilities of the profession and distinguish it from the roles of other professionals.	• 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.
• Identify emerging technologies and explain how they support or facilitate social work practice.	• Develop and communicate self-awareness of own cultural worldview.
• Explain ethical theories, including ethics of care.	• Continually identify triggers to unconscious biases and challenge biases that influence service delivery.
• Discuss the boundaries associated with professional social work and caritas.	• Using a lens of caritas, discuss the ethical and social implications of labeling human beings.
• Explain the concept of ADEI and its relationship to human rights.	• Use judgment to support/recommend ethical interventions for micro, mezzo, and macro practice using a blended philosophy of caritas and professional social work.
• Use non-biased 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.	• Use professional communication to convey information, express concerns or resolve conflicts.
• Discuss social workers' ethical responsibilities to the broader society as specified in the Code of Ethics.	• Using a philosophy of caritas, make ethical choices in complex situations that can be supported by the integration of multiple sources of information.
• Discuss the advantages of using an ADEI lens.	
• Compare the values of caritas with those of the social work profession.	• Work collaboratively and professionally with other professionals in inter-professional environments, taking a leadership role when needed.
• Use judgment to distinguish between ethical and unethical behavior and professional and unprofessional behavior.	• Regularly practice healthy self-care skills.
• Evaluate how weakness or errors in writing can negatively affect services.	• Demonstrate professionalism through use of supervision, consultation, maintaining a learner-oriented attitude, and respecting boundaries.
• Reflect on how caritas relates to students' personal experiences.	
• Demonstrate professional demeanor through communication (oral, written, and electronic), by following good work habits (attendance, completion of assigned tasks, meeting deadlines,	• Initiate respectful challenges to microaggressions or hearing comments that are racist by asking questions, acknowledging feelings, exploring beliefs, and suggesting alternative solutions or points of view.

responding to emails, notifying instructor of anticipated absences).

- Apply a systematic ethical decision-making process.

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

- Write documents related to social work practice such as assessment, treatment plans, progress notes, court reports, etc.

- Make ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, as appropriate to the context.

- Demonstrate professional behavior, appearance, and oral, written, and electronic communication.

- Use technology ethically and appropriately to facilitate practice outcomes.

- Use supervision and consultation to guide professional judgment and behavior.

- Complete a self-care assessment.

- Complete a self-care plan and follow it. .

- Have intentional conversations with peers, field instructors, and faculty who represent diverse groups to learn about the lived experiences of others in both dominant and non-dominant cultures.

- Practice caritas in a way that is consistent with the limits and boundaries of the profession.

Competency 2	
Students will advance human rights and social, racial, economic, and environmental justice.	
Generalist Practice SLOs	Advanced Generalist Practice SLOs
Discuss freedom, safety, privacy, adequate standard of living, health care, and education as fundamental human rights.	Explain strategies that protect or oppress civil, political, economic, social, racial, and cultural human rights.
Give examples of how environmental justice is denied for certain groups of people and the global interconnections of oppression and human rights violations.	Reflect upon how students' attitudes about social, racial, economic, and environmental 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.
Explain the concept of caritas and how it is related to human rights.	Use critical thinking to compare an international human rights policy with the human rights practices of the U.S. and another country.

Recognize personal beliefs about social and economic justice.

Discuss why environmental justice is important to social work practice.

Identify conflicting cultural values in the U.S. about the protection of human rights.

Analyze the global connections of human rights violations as they relate to caritas, oppression, and racism.

Evaluate 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.

Conceptualize all social work practice through the lens of human rights.

Apply the concept of caritas to a case study at a micro level that includes anti-oppressive practices.

Apply the concept of caritas to a case study at a macro level that includes anti-oppressive practices.

Advocate for human rights at the individual, family, group, organizational, and community system levels.

Engage in practices that advance human rights to promote social, racial, economic, and environmental justice

Evaluate the human rights policies of another country and use theories of social justice and caring theory to recommend appropriate and effective interventions.

Influence legislation that affects human rights and/or diversity, equity, and inclusion.

Take action to support human rights or social, economic, or environmental justice.

Incorporate trauma-informed practices across a variety of systems.

Work effectively with diverse client systems.

Challenge structural barriers and oppressive practices in collaborative, non-violent ways.

Advocate for change for both the client's individual needs and for the wellbeing of the community.

Competency 3	
Students will engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.	
Generalist Practice SLOs	Advanced Generalist Practice SLOs
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.	Demonstrate knowledge of the components of a cultural assessment.
	Explain how caritas relates to anti-racism, diversity, equity, and inclusion in practice.
Explain how the role of a culture's societal structures and values may oppress, marginalize, alienate, or create privilege and power.	Identify strategies for managing biases in ways that help students engage diversity and difference in practice.
	Analyze how diversity and difference shape life experiences in practice.
Explain the components of a cultural assessment.	Discuss the effects of stigma on people with mental health disorders.

Demonstrate appreciation of the diverse experiences of others and the expertise of client groups as to their own experiences.

Evaluate how social structures and life experiences of privilege, power, acclaim, marginalization, discrimination, and oppression influence a person's worldview.

Reflect upon students' own experiences of oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim.

Use reflection to manage the influence of personal biases and values.

Identify inherent bias in research using an anti-racist and anti-oppressive perspective

Discuss issues of difference, oppression, and privilege with increased comfort, based on self-report.

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.

Demonstrate anti-racism and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.

Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Convey respect, sensitivity, and caritas to effectively engage and work with diverse groups

Demonstrate cultural sensitivity (e.g., cultural sensitivity, competence, congruence of knowledge, attitudes, and behaviors that show appreciation for diverse groups, the ability for cultural self-assessment, awareness of the dynamics of cross-cultural interactions, and professional use of self).

Seek knowledge that leads to a better understanding of less familiar cultures.

Engage in a self-assessment of cultural competence.

Develop and follow a plan for increasing cultural competence.

Interrupt racial stereotypes and microaggressions when they occur.

Ask people about their experiences with racism, prejudice, and exclusion.

Support persons of color in personal and professional settings when they speak out about their experiences with racism.

Demonstrate cultural sensitivity and humility.

Take action to promote anti-racism, diversity, equity, and inclusion.

Competency 4

Students will engage in practice-informed research and research informed practice.

Generalist Practice SLOs	Advanced Generalist Practice SLOs
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 research design including quantitative and qualitative methodology, literature review, sampling, operationally defining concepts, and collecting, analyzing, and interpreting data. Discuss the historical background of IRBs and how they protect human subjects. Explain the importance of research to social work practice. 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. Use critical thinking to analyze research methods, findings, and generalizability to practice. Use literature review to inform practice. Develop a research proposal. Evaluate how each element of the research proposal a) avoids perpetuating racist ideas, b) respects diversity, c) achieves equity, and d) is appropriately inclusive. Create a list of journal references, in APA format, related to caritas and/or caring theory. Apply research findings to inform and improve practice, policy, and programs. Identify ethical, culturally informed, anti-racism, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	Explain the components of organizational culture, such as the values, underlying assumptions, expectations, diversion of resources, etc. Explain and apply the process of scientific inquiry. Reflect on how research is related to social work values. Synthesize knowledge from multiple types of sources and explain how the knowledge can be used in social work practice. Analyze the results of agency culture assessment and compare to a culture of caritas. Apply research findings to practice. Contribute to the knowledge base of the profession. (MSW 6590) Engage in practice that is supported by empirical evidence. Engage in research that uses an anti-oppressive perspective. Explain, interpret, and disseminate research results. Make recommendations based on agency culture results that are consistent with caritas.

Competency 5
Students will engage in policy practice.

Generalist Practice SLOs	Advanced Generalist Practice SLOs
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.	Explain the concept of policy practice (MSW 670)
	Discuss policies that affect human rights and social, economic, and environmental justice (MSW 670).
Explain social work's role in policy development and implementation within practice settings.	Examine how macro practice is related to caritas and the values of the profession.
Discuss the historical and contemporary roles of the social work profession in the development of U.S. social welfare policy.	Analyze how social policy at the local, state, and federal levels affects access to social services, service delivery, and client well-being.
Examine the impact of implicit bias related to policy practice.	Analyze how diversity and difference shape life experiences in practice at different levels.
Explore the value of engaging in macro practice.	Increase comfort level with macro practice and legislative advocacy, per self-report.
Evaluate policies that advance human rights and social, economic, and environmental justice and how they relate to caritas.	Promote the adoption of policies that advance human rights and social, economic, or environmental justice.
Analyze the effects of intersectionalities with regard to policy implementation.	Take action to support or object to proposed legislation related to human rights or social, economic, or environmental justice.
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.	Identify social policy at the local, state, or federal level that influences the agency and service delivery.
	Evaluate how the agency has interpreted the policy and translated it into agency protocols.
Engage in political or legislative advocacy at the state, national, or international level.	Assess how an agency's policy affects the diversity, equity, and inclusion of service recipients.
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.	

Competency 6

Students will engage with individuals, families, groups, organizations, and communities.

Generalist Practice SLOs	Advanced Generalist Practice SLOs
Demonstrate understanding that engagement is an ongoing component of the interactive process of practice at all levels. Communicate the value of human relationships and how they contribute to the process of engagement. Evaluate how personal experiences and affective reactions may affect ability to effectively engage with diverse client systems. Demonstrate skills of relationship-building and inter-professional collaboration to facilitate engagement with client systems and other professionals as appropriate. Consciously use caritas to further develop engagement skills. Apply knowledge of human behavior and person-in-environment, as well as other interprofessional conceptual frameworks, to engage with clients and constituencies; (MSW 540) Demonstrate empathy, respect, sensitivity, and compassion associated with caritas. Use empathy, reflection, and interpersonal skills, informed by caritas, to engage in culturally responsive practice with clients and constituencies. Consciously use caritas to develop engagement skills.	Explain how caritas influences the engagement of clients. Discuss the techniques of engaging with individuals, families, groups, organizations, and communities. Recognize personal biases as they affect the therapeutic relationship in the service of clients' wellbeing. Propose strategies for applying caring theory to engage clients while maintaining professional boundaries. Apply knowledge of engagement to a case study. Develop rapport with people from diverse groups. Use supervision to help manage personal biases that may affect professional relationships. Demonstrate interpersonal skills, knowledge of self, and techniques of engagement according to practice context. Establish a working alliance and collaborative relationships to facilitate engagement. Use effective engagement strategies that are sensitive to the experiences of diverse clients. Consciously use caritas to engage clients

Competency 7

Students will assess individuals, families, groups, organizations, and communities.

Generalist Practice SLOs	Advanced Generalist Practice SLOs
Explain theories of human behavior and the social environment, including caring theory related to assessment of individuals, families, groups, organizations, and communities.

Recognize how personal attitudes and unconscious beliefs might influence the assessment process.

Critically evaluate theories of human behavior and the social environment, including caring theory. (MSW 510)

Evaluate how diversity, difference, and oppression has shaped the lives of marginalized groups.

Use assessment as an ongoing, interactive process, and collect and organize data that informs the direction of intervention goals.

Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.

Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies. | Explain a theory of human behavior to guide assessment of individuals, families, groups, organizations, and communities.

Demonstrate understanding of psychopathology in terms of the DSM-5 diagnostic categories and diagnostic processes.

Consider how diversity, difference, and oppression has shaped the lives of marginalized groups.

Explain the social construction of mental illness.

Correctly apply diagnostic criteria to formulate a diagnostic impression.

Apply knowledge of assessment to a case study.

Perform comprehensive assessments of client systems, considering how diversity and difference has shaped the life experiences of client constituencies.

Plan interventions that are in response to holistic assessments and clients' preferences

When assessments reveal problems not easily solved, use theory to frame the problem differently, opening to new possibilities for creative problem solving.

Use supervision and consultation to develop and communicate self-awareness to challenge biases and beliefs that could influence assessment. |

Competency 8

Students will intervene with individuals, families, groups, organizations, and communities.

Generalist Practice SLOs	Advanced Generalist Practice SLOs
Discuss theories of human behavior and the social environment and person-in-environment perspective to guide interventions with different types of client systems.	Explain theoretical orientation such as motivational interviewing, cognitive behavioral, family therapy, community organizing, etc. that influences intervention.
Reflect upon the ethical tensions between the concepts of service & beneficence and autonomy & self-determination.	Identify the most commonly used "best practice" approaches to treatment for specific mental disorders.
Use judgment to determine the most appropriate evidence-based intervention.	Explain how caritas influences interventions with clients at multiple levels.
Use experiences in practice to generate research questions..	Reflect upon the assumptions made about client systems when they display resistance and how that is related to social work values.
Use intervention as an ongoing, interactive process to achieve practice goals and enhance capacities of client systems.	Use critical thinking to distinguish between practices that have little or weak empirical support, including practices that could be harmful, and practices that have strong or developing support.
Choose interventions that recognize and appreciate the experiences of diverse groups.	Intervene in ways that resolve or minimize symptoms of mental disorders, psychosocial stress, relationship problems, or other difficulties.
Apply theory to intervene with diverse client systems.	Use theory-driven, therapeutic approaches that show appreciation and respect for all forms of human diversity.
Consciously use caritas to further develop intervention skills	
Choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals	Apply a professional use of self, consistent with caring theory.
Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	Provide interventions that enhance personal capacity and resolve or minimize symptoms of mental disorders, psychosocial stress, relationship problems, and difficulties in coping in the social environment.
Consciously use caritas to develop intervention skills.	Use interventions that demonstrate appreciation and respect for diverse client constituencies.
	Apply intervention skills related to context such as motivational interviewing, cognitive-behavioral interventions, family therapy, community organizing, etc.
	Engage in beginnings, transitions, and endings that advance mutually developed goals.
	Consciously use caritas to intervene with clients.

Competency 9
Students will evaluate practice with individuals, families, groups, organizations, and communities.

Generalist Practice SLOs	Advanced Generalist Practice SLOs
Explain qualitative and quantitative evaluation methods, including single-system design, and community practice skills such as program evaluation and ethnography.	Explain the purpose and use of formative and summative evaluations
Discuss the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.	Identify professional obligations to engage in ongoing evaluation of clients and client systems.
Conceptualize evaluation findings by applying theories of human behavior and other theoretical frameworks.	Discuss the importance of evaluation to all levels of practice.
Evaluate clients and client systems to improve service delivery and outcomes.	Evaluate data to inform treatment goals.
Select and use culturally responsive methods for evaluation of outcomes.	Evaluate the organizational culture of the Field agency relative to caritas and make recommendations. to develop or strengthen a culture of caritas.
Select and use culturally responsive methods for evaluation of outcomes.	Use research to enhance and evaluate practice.
Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	Apply knowledge of evaluation to a case study.
	Use outcome measures to identify progress, recognize when there is a need to intervene differently, and determine the need to terminate services.
	Discuss personal beliefs and feelings related to client termination or referral.
	Demonstrate evaluation of clients, the social worker's practice, or the program, depending upon context.
	Perform formative and summative evaluations.

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 (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.	Apply ethical principles.
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.	Conceptualize issues using a person-in-environment framework.
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.	Identify with the profession. Communicate in written format.
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 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 (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.	
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/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 (MSW 560)	This course addresses the development and implementation of community-level interventions that promote social justice and inclusive communities and are sensitive to issues of diversity. It introduces macro practice theories and models and uses a systems perspective for understanding organizational and community change, in combination with an ethic of care. It	Advocate for human rights, social, economic, and environmental justice.

	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.	Be proactive in responding to the impact of context on professional practice.
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.	Synthesize the aspects of unique, and sometimes ambiguous, multifaceted situations, which are often laden with value conflicts.
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.	

Advanced Generalist Practice Curriculum

Course	Classroom Knowledge	Skills Applied in Field 3 (250 hours) and Field 4 (250 hours)
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.	Use evidence-based practice interventions and creativity to solve problems. Engage in clinical social work.
Applied Research (MSW 660)	This course is a compilation of prior learning and coursework. Students will have a basic understanding of research design (qualitative, quantitative, and single subject) and data analysis. Students will apply and synthesize this knowledge and present it to their agencies. This course demonstrates that students can assess the extent to which an agency maintains a culture of caritas; and that students can provide recommendations for strengthening such a culture.	Engage in scientific inquiry to advance knowledge building in the profession.
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.	Recognize, support, and build on strengths and resiliency of human beings.
Field 3 Seminar (MSW 650)	This seminar course, the third in a series of four, provides students with the opportunity to apply specialized macro practice skills that are necessary for a Master's level social worker in today's world. This course emphasizes specialized knowledge, values, skills, cognitive and affective processes, and behaviors necessary at the Master's level. Students must complete a total of 250 clock hours – approximately two days per week for 16 weeks.	
The Intersection of Poverty, Human Rights, and Caritas (MSW 600)	This course explores the social justice concerns associated with poverty and protections of human rights using a philosophy of caritas and a moral framework of the ethic of care. Students will learn how to synthesize, integrate, and translate the philosophy, values, ethics, and ethic of care as a context for social work practice. They will identify and initiate actions that improve the life conditions of people who are poor.	Conceptualize the broader implications of current practice situations and engage in related advocacy.

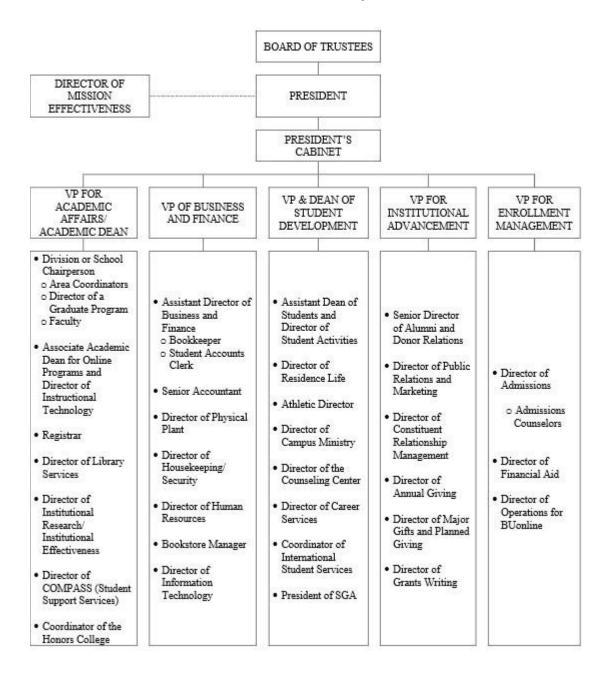| Motivational Interviewing (MSW 680)	This course presents the theoretical basis of motivational interviewing (MI), the principles of this counseling approach, and the key strategies for promoting the behavior change process.	Use evidence-based practice interventions and creativity to solve problems.
Advanced Policy Advocacy (MSW 670)	This course gives students the opportunity to engage in policy advocacy to improve the resources and opportunities for marginalized groups of people within their own communities. Students will learn the skills, tasks, and competencies that 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 (MSW 690)	This seminar course, the last in a series of four, provides students with the opportunity to apply specialized micro and mezzo practice skills that are necessary for a Master's level social worker in today's world. This course emphasizes specialized knowledge, values, skills, cognitive and affective processes, and behaviors necessary at the Master's level. Students must complete a total of 250 clock hours – approximately two days per week for 16 weeks.	
Capstone Project (MSW 699)	Students will investigate the micro, mezzo, and macro practice implications related to a case study. They will "integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being" (CSWE, 2015, p. 6).	Take initiative to conceptualize problems at different levels of practice and intervene.

Electives

(MSW 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.
(MSW 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
(MSW 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 assess and respond competently and ethically to the diverse spiritual and religious perspectives of adults in later life.	Use evidence-based practice interventions and creativity to solve problems.
(MSW 644)	Caritas in Action This course prepares students to manage a grassroots campaign that addresses humanitarian crises, in the spirit of caritas – to serve the poor and to promote charity and social and economic justice. Domestic and/or international travel will be required and requires 100 face-to-face contact hours in the host agency.	Take leadership roles, both within their work environments and on behalf of the profession
(MSW 645x)	Humanitarian Crises Exploring the challenges and dynamics experienced by non-governmental organizations in complex emergencies and humanitarian crises, this course focuses on preparation for and participation in a full-scale multi-day training exercise based on the promotion of human rights advocacy, engagement in	Recognize, support, and build on strengths and resiliency of human beings

	peacebuilding negotiations, and the provision of assistance in conflict, disaster, or humanitarian crisis situations.	
(MSW 646)	Introduction to Telemental Health Students learn about the basic concepts related to telemental health and how it is used within clinical social work. Students will evaluate how using technology at their agencies could benefit the clients with whom they work. At the conclusion, they will feel prepared to approach their agency administrators to propose a plan for implementing or expanding the use of telemental health practice.	Engage in clinical social work.
MSW (649)	Disaster Mental Health The primary purpose of this course is to provide students with specific information about the psychosocial effects of All Hazards disasters and other public health emergencies, and best practice for all levels of social work response. This course covers the history, development, and application of social work in disaster. Emphasis is placed on the relationship between theory and practice, and practical application of intervention techniques for disaster and terrorist events.	Recognize, support, and build on strengths and resiliency of human beings

Administrative Structure of the University

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                              BOARD OF TRUSTEES

   DIRECTOR OF
   MISSION            - - - - - - - - - -      PRESIDENT
   EFFECTIVENESS

                                              PRESIDENT'S
                                                CABINET
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VP FOR ACADEMIC AFFAIRS/ ACADEMIC DEAN	VP OF BUSINESS AND FINANCE	VP & DEAN OF STUDENT DEVELOPMENT	VP FOR INSTITUTIONAL ADVANCEMENT	VP FOR ENROLLMENT MANAGEMENT

• Division or School Chairperson
  o Area Coordinators
  o Director of a Graduate Program
  o Faculty
 	
• Associate Academic Dean for Online Programs and Director of Instructional Technology
 	
• Registrar
 	
• Director of Library Services
 	
• Director of Institutional Research/ Institutional Effectiveness
 	
• Director of COMPASS (Student Support Services)
 	
• Coordinator of the Honors College
	• Assistant Director of Business and Finance
	  o Bookkeeper
	  o Student Accounts Clerk
	
	• Senior Accountant
	
	• Director of Physical Plant
	
	• Director of Housekeeping/ Security
	
	• Director of Human Resources
	
	• Bookstore Manager
	
	• Director of Information Technology
		• Assistant Dean of Students and Director of Student Activities
		
		• Director of Residence Life
		
		• Athletic Director
		
		• Director of Campus Ministry
		
		• Director of the Counseling Center
		
		• Director of Career Services
		
		• Coordinator of International Student Services
		
		• President of SGA
			• Senior Director of Alumni and Donor Relations
			
			• Director of Public Relations and Marketing
			
			• Director of Constituent Relationship Management
			
			• Director of Annual Giving
			
			• Director of Major Gifts and Planned Giving
			
			• Director of Grants Writing
				• Director of Admissions
				  o Admissions Counselors
				
				• Director of Financial Aid
				
				• Director of Operations for BUonline

Admission to the Program

Admission Criteria

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

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

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

2. Official transcript showing
   - an earned bachelor degree from a college or university accredited by a recognized regional accrediting association with the following:
     - completion of an Introduction to Social Work course with a minimum grade of C, or Brescia's Survey of Social Work non-credit course.

3. Minimum GPA of 3.0.
   - We recognize that some applicants may be good candidates for the program, yet past circumstances in their lives or in the educational environment may have negatively affected their GPA. Upon written request, applicants with a marginally low GPA may be considered if they address remediation of the reason(s) for the low GPA and their ability to successfully manage the demands of a rigorous graduate program, including a field placement of at least two days a week. To demonstrate their academic readiness, students may choose to submit any or all of the following examples.
     - Successful completion of graduate course work
     - Strong GRE scores
     - Strong writing skills
     - Strong work history in human services (multiple years, with references).

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

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

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

Admission Criteria for Advanced Standing

A one-year full time (or 2-year part time) Advanced Standing program is offered to qualifying applicants who earned a Bachelor of Social Work degree from a CSWE-accredited institution, (or from a college/university recognized through CSWE's International Social Work Degree Recognition and Evaluation Services), with a GPA of at least 3.2. Students must have completed at least 400 field hours. Application to the Advanced Standing program requires a copy of the applicant's satisfactory Final Field Evaluation OR a written recommendation from the Field Director or Field Instructor. To request Advanced standing, the applicant should specifically apply for this status on the website.

Minimum GPA of 3.2.
- We recognize that some applicants may be good candidates for the program, yet past circumstances in their lives may have negatively affected their GPA. Upon written request, applicants with a marginally low GPA may be considered if they address remediation of the reason(s) for the low GPA and their ability to successfully manage the demands of a rigorous graduate program, including a field placement of at least two days a week. To demonstrate their academic readiness, students may choose to submit any or all of the following examples.
  - Successful completion of graduate course work
  - Strong GRE scores
  - Strong writing skills
  - Strong work history in human services (multiple years, with references).

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

Evaluation of Applications

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

1. Students complete an online application. They upload required documents and request official transcripts from previous institutions (to include the last 60 credit hours earned). The Associate Director of Graduate Admissions reviews the applicant's file for the following:
   a. GPA meets requirements or includes a request for exception.

      b. Transcript received from attended colleges/universities where the last 60 credit hours were earned.

      c. Completed application form

      d. Typed personal statement

2. The Associate Director of Graduate Admissions notifies the applicant when the application is complete.

3. After the deadline for submitting applications, the Associate Director of Graduate Admissions forwards the completed applications to the MSW Program Director. The MSW Program Director and MSW faculty review the applications, using a rubric to evaluate the personal statement and GPA.

      a. GPA scoring

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

      b. Personal Statement (scored with a rubric)

         i. The personal statement is evaluated based the evaluation criteria (below), including following directions, writing skills, ability to use distance technology, how the student's professional behavior is congruent with social work values, and the ability to engage in self-reflection for professional growth. A rating of 1 on any item requires special consideration by faculty.

      c. The scores for the GPA and the Personal Statement are summed.

4. Applicants are selected based upon score, evaluation criteria, and availability of space. When evaluating the content of the Personal Statement, faculty consider the following:

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

NOTE: If an applicant has previously been disciplined for a student conduct violation or for academic performance (academic probation, dismissal, suspension, disqualification, etc.) by any college or school, additional information will be required, as is relevant to the situation. The above evaluation criteria will be applied.

5. The MSW Program Director notifies the Associate Director of Graduate Admissions of the decision made for each application, within 30 days. The Associate Director of Graduate Admissions notifies each applicant of the decision made.

6. It is possible that an applicant may meet or exceed all of the admission requirements yet not be admitted into the program due to limited space. An applicant may appeal the decision only if he or she believes to have been discriminated against due to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation or tribal sovereign status.
    a. The applicant 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 applicant must explain why he or she believes to have experienced discrimination and offer evidence of discrimination.
    c. The applicant appeal will be reviewed by the MSW Program Director, BSW Program Director, and one social work faculty not involved in the original review of the application. The preponderance of the evidence standard will be used.
    d. The applicant will be notified by the MSW Program Director of the decision within 10 working days of receiving the appeal.

7. If an applicant meets the eligibility criteria but is not admitted due to lack of available space, the applicant will be placed on a waiting list and given priority consideration for the next beginning cohort. The application will remain "active" on the waiting list for up to two semesters without the student needing to reapply. A student who meets the eligibility criteria but is not able to start until three semesters later, will be asked to submit a written statement discussing any changes that may have occurred in the interim.

Brescia University Undergraduates:

Graduates of Brescia University with a bachelor's degree are eligible for preferential acceptance. Students who have a minimum grade point average of 3.50 in their major (and for BSW graduates, a grade of "A" in SW 406: Field II) may be automatically admitted into the MSW Program. The following conditions apply:

• the student completes an online application by the designated deadline;

• the student applies for acceptance to the first cohort following conferral of their baccalaureate degree from Brescia University;

• there is space available in the program;

• the student has completed an Intro to Social Work course with a minimum grade of C OR Brescia's Survey of Social Work course.

If the number of students who qualify for automatic admission exceeds the available space in the program, students will be accepted on the basis of ranked GPA. For example, students with a GPA of 4.0 will be admitted first, 3.99 next, and so on. Applicants who received their BSW from a school other than Brescia University are not eligible for preferred admission.

Rubric for Assessment of MSW Application
Name: _____

Rubric for GPA

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

Rubric for Assessment of Personal Statement

Directions for Personal Statement	
[ ] 3-4 pages,	*[ ] examples of personal values congruent with SW values*
[ ] ability to use distance learning technology	*[ ] example of using supervision/ consultation*
[ ] 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.	Statement is 3-4 pages long. Answers all of the questions. Not fewer than 2 ½ and not more than 4 ½ pages.	Does not answer all of the questions and/or disregards the directions in a significant way	
Writing skills	Ideas are presented in an organized, concise manner and are clearly expressed. Grammar and punctuation have virtually no errors.	Ideas are presented in an organized manner. They are clearly expressed. Grammar and punctuation have no more than a few errors that are minimally distracting.	Ideas are disorganized and/or vague in expression. Grammar and punctuation are poor with run-on sentences, sentence fragments, and lack of proper punctuation	
Ability to use distance learning technology	Reports advanced skills	Reports adequate skills	Reports needing assistance in this area.	
How professional behavior is congruent with social work values & ethics	Identifies specific social work values and compares to personal values. Gives in-depth examples. Shows well developed critical thinking skills.	Identifies specific social work values and compares to personal values. Adequate depth and detail are given.	Vague application of social work values or shows little knowledge of social work values.	
Ability to engage in self-reflection for professional growth.	Gives compelling examples of how self-reflection benefitted professional growth.	Describes self-reflection or gives an example of self-reflection.	Does not make the connection between self-reflection and professional growth.	
			Average Score	

Comments:

Reviewer: _____ Total Score: _____

Waiver of Courses with Demonstrated Achievement

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

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

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

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

Experience in Lieu of Academic Credit

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

Transfer Credits

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

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

A student may request the transfer of up to six (6) graduate credit hours into the MSW Program. Transfer courses must be reasonably equivalent to, and substitute for, Generalist-level courses; or they may be accepted as elective credits. The program does not accept field education or practice course transfer credits from non-CSWE-accredited programs. Only courses in which the student received a B grade or higher are eligible for transfer. Equivalency is evaluated on a course-by-course basis and accepted upon the recommendation of the MSW Program Director and based upon the following criteria:
- Official transcript
- Course syllabi, which include the name of the school, instructor's name, instructor's degree, course content, student learning objectives, and methods of assessment.
- Course grade of A or B

OR

Transfer of credits from CSWE-accredited programs:

Students who have completed some graduate courses in a CSWE-accredited MSW program (but did not complete the program) may request to have up to 27 credits transferred, with no more than 6 of those 27 credits substituting for Specialization year courses. Transfer courses must be reasonably equivalent to Brescia MSW courses; or they may be accepted as elective credits. Equivalency is evaluated on a course-by-course basis and accepted by the MSW Program Director and faculty based upon the following criteria:
- Official transcript
- Course syllabi, which include the name of the school, instructor's name, instructor's degree, course content, student learning objectives, and methods of assessment.
- Course grade of A or B

OR

Transfer of Generalist year credits en masse
Most MSW programs offer Generalist-level courses in the first year and specialization courses in the second year. However, Generalist programs are seldom, if ever, identical. A student who has completed an entire Generalist-level curriculum in a CSWE-accredited MSW program may request transfer of the entire Generalist year's credits (minimum of 30 credits), en masse, without the courses being identical to Brescia's generalist level year. However, in this instance, the following conditions must be met:
- a. A review of the official transcript reveals a CSWE-accredited Generalist curriculum which is comparable to Brescia's Generalist year and in the opinion of the MSW Program Director and faculty, substantially prepares graduate students to begin the Specialization year by teaching Generalist competencies.
- b. Students will not repeat courses in the Specialization year that have been accepted for transfer. In some cases, students may need to take additional electives in the

Specialization year. The courses accepted for transfer en masse must not interfere with the integrity and rigor of Brescia University's Specialization year in the opinion of the MSW Program Director and faculty.

c. Students may be asked to take MSW 500 as their elective in the Specialization year.

d. All Generalist year courses were completed no more than 5 years ago and the student earned a grade of A or B in each course

e. A Final Field Evaluation documents at least 400 field hours and demonstration of social work competencies at an acceptable level. The sending program's Director of Field may be contacted for clarifications and questions.

f. All course syllabi, which include the name of the school, instructor's name, instructor's degree, course content, student learning objectives, and methods of assessment are reviewed.

g. The sending program must be accredited or otherwise approved by CSWE.

h. The MSW Program Director of the sending school must verify that the student is in good academic standing at that school, understands and follows the NASW Code of Ethics, and has the writing skills necessary for graduate school. Good academic standing" is defined as a) not being on academic probation, and b) maintaining a 3.0 GPA in graduate courses.

Field Education

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

Residency Requirement

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

Authentication of Identity

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

- Submission of a copy of a non-expired photo ID (do not send original) (NOTE: If you do not have access to a photo ID, please let the Director of the MSW Program know this and we will discuss possible alternative forms of identification. It is not our intention to exclude specific applicant groups. Because this is an online program, we are merely trying to authenticate student identity;

- A synchronous, online (with webcam), introductory meeting with the student's advisor or other faculty that may be recorded for the purpose of authenticating student identity.

Criminal Record

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

Students should also be aware that some state/jurisdictional licensing bodies ask about the criminal record history of an applicant who is applying for social work licensure. Depending upon the circumstances, a student might not be able to get licensed to practice. 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 class meeting. Field education takes place in the student's community.

MSW DEGREE REQUIREMENTS: The candidate must
1. Complete all course work with a grade point average of 3.0 (B);
2. Complete all field education requirements
3. Earn 60 hours of graduate credit (or 30 hours of credit for advanced standing students)

Planned Course of Study

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

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

Specialization Year Part Time			
First Semester	**Credits**	**Third Semester**	**Credits**
(MSW 600) Intersection of Poverty, Human Rights & Philosophy of Caritas	3	MSW 660 Applied Research	3
(MSW 680) Motivational Interviewing for Addictive Behaviors	3	(MSW 650) Field 3/Seminar	4
TOTAL	**6**	**TOTAL**	**7**
Second Semester	**Credits**	**Fourth Semester**	**Credits**
(MSW 580) Psychopathology	3	(MSW 690) Field 4/Seminar	4
(MSW 630) Cognitive Behavioral Therapy	3	(MSW 699) Capstone Project	1
(MSW 670) Advanced Policy Advocacy	3	Elective	3
TOTAL	**9**	**TOTAL**	**8**

Course Descriptions

Ethical Decision Making in Social Work (3 cr)   **MSW 500**
This course provides students with an exploration of values, ethical issues, and theory, and teaches the use of a systematic decision-making process to resolve ethical dilemmas. Students will apply this process to practice issues with individuals, families, groups, organizations, and communities. Emphasis on ethic of care and caritas.

Social Work in Criminal Justice (3 cr)   **MSW 509**
This course provides an investigation of criminal behavior, sanctions, and rehabilitation of offenders. Implication for social work practice within the criminal justice system is discussed. Course may be taken as either undergraduate or graduate elective, but not both.
(Elective; dual listed as SW 309)

Human Behavior in the Social Environment (3 cr)   **MSW 510**
This course examines the theoretical underpinnings for understanding the bio-psycho-social-spiritual dimensions of human development across the life cycle. Social and economic marginalization of groups will be discussed, as well as values and ethical issues. Students will use conceptual frameworks to inform understanding of people and their social environments.

Death and Dying (3 cr)   **MSW 512**
This course explores the study of death and dying in American society, changes in attitudes and norms, future trends, and services to clients and families. Course may be taken as either undergraduate or graduate elective, but not both.
(Elective; dual listed as SW 312)

Writing and Documentation (2 cr)   **MSW 520**
Students will develop written communication skills necessary in a variety of micro, mezzo, and macro practice settings. They will learn to effectively and professionally write documents that are necessary in a changing environment of regulatory requirements, risk of legal liability, and funding source requirements.

Practice with Individuals, Families, and Groups (3 cr)   **MSW 530**
This course provides the foundation for social work practice with individuals, families and groups. It teaches practice skills using a problem-solving process underpinned by caring theory. Special emphasis will be given to engaging, assessing, planning with, and evaluating individuals, families, and groups of diverse populations. Completion of this course prepares students to begin more advanced practice courses in the specialization year.

Field 1/Seminar (3 cr)   **MSW 540**
This seminar course, the first in a series of four, gives students a chance to integrate the theoretical knowledge, values, and abilities they are learning in the classroom within the dynamic context of a human services agency. Self-awareness; professional use of self; empathy and genuineness; identification with social work values; professional, ethical behavior; and the effect of social welfare policies upon clients will be examined. Students must complete a total of

150 clock hours–approximately two days per week for 10 weeks. Proof of professional liability insurance is required prior to beginning the practicum.

Child Abuse & Neglect (3 cr)   **MSW 541**
This course is designed to provide a comprehensive introduction to child abuse and neglect from a social work perspective. Social workers in all professional work settings must know how to identify child maltreatment and domestic violence. Students will learn the family dynamics and indicators of maltreatment and effective interventions on the micro and macro level. Additionally, students will learn the extent of the problem, its effects on children, treatment issues, the social worker's role in a multidisciplinary team approach, and how to advocate for individuals and families. Course may be taken as either undergraduate or graduate elective, but not both.
(Elective; dual listed as SW 400)

Social Work Research Methods (3 cr)   **MSW 550**
This course introduces the scientific approach to knowledge building and how it applies to practice. Students will learn about the formulation of research questions/hypotheses, operational definitions of research constructs, IRB approval, sampling methods, experimental and quasi-experimental designs, threats to validity, statistical methods, quantitative and qualitative inquiry, data analysis and research report writing. Students will also be introduced to community needs assessments and program evaluation.

Practice with Organizations and Communities (3 cr)   **MSW 560**
This course addresses the development and implementation of community-level interventions that promote social justice and inclusive communities, and are sensitive to issues of diversity. It introduces macro practice theories and models and uses caring theory and a systems perspective for understanding organizational and community change. Completion of this course prepares students to begin more advanced community practice courses in the specialization year.

Social Welfare and Policy Practice (3 cr)   **MSW 570**
Fundamental concepts and theories of social welfare policy are examined. The competing values and beliefs that influence social welfare policy are discussed and analyzed. An overview of the history of social welfare policy in the United States is explored. Social welfare policies and programs are examined within the context of the associated social problems. The themes of poverty, racism, sexism, homophobia, and other forms of oppression are addressed.

Psychopathology (3 cr)   **MSW 580**
This course will introduce students to major mental disorders using the Diagnostic and Statistical Manual of Mental Disorders as the organizing framework. Students learn and practice differential diagnostic skills within the context of biopsychosocial-spiritual influences and ethno-cultural differences.

Field 2/Seminar (4 cr)   **MSW 590**
This seminar course, the second in a series of four, gives students a chance to discuss the issues and dilemmas they face in the second-semester field placement. This course emphasizes the

further integration of generalist practice skills with clients in a field agency. Engaging people from diverse groups, assessment, service planning, and evaluation will be emphasized. Students must complete a total of 250 clock hours – approximately two days per week for 16 weeks.

The Intersection of Poverty, Human Rights, and Caritas (3 cr)   **MSW 600**
This course explores the social justice concerns associated with poverty and protections of human rights using a philosophy of caritas, caring theory, and a moral framework of the ethic of care. Students will learn how to synthesize, integrate, and translate the philosophy, values, and ethic of care as a context for social work practice. They will identify and initiate actions that improve the life conditions of people who are poor.

Appreciation of Diversity and the Dynamics of Oppression (3 cr)   **MSW 620**
This course will examine how power and other dynamics manage and sustain oppression at the individual and institutional levels. Students will learn about the adaptive capabilities and strengths of marginalized groups and how such capabilities and strengths can be used in culturally competent social work practice.

Cognitive Behavioral Therapy (3 cr)   **MSW 630**
This course presents the theoretical basis of cognitive behavior therapy, the principles of this therapeutic approach, its use in the context of brief treatment and managed care, and opportunities to practice the associated techniques for promoting the behavior change process.

Clinical Social Work with Children and Families (3 cr)   **MSW 641**
This course will use a social constructionist perspective to frame the conceptualization of problems experienced by children and families. Students will learn about the assessment and treatment of children and their families experiencing trauma through circumstances such as divorce, remarriage and the consequent formation of step-relationships, alcoholism and drug abuse, child abuse, family violence, etc.
(Elective)

Organizational Leadership (3 cr)   **MSW 642**
This course prepares students to perform leadership functions in public, nonprofit, and faith-based human service organizations. The philosophy, principles and methods of leadership, supervision, funding, and human resource development are covered. Attention is given to agency structure, governance, and linkage to a community-wide service delivery system.
(Elective)

Spiritual Issues in Later Life (3 cr)   **MSW 643**
This course helps students develop culturally competent skills for working with and understanding the spiritual worlds of older adults. Students will review theory related to faith development, as well as evidence-based practices. They will explore the diverse spiritual and religious perspectives of adults in later life. Course may be taken as either undergraduate or graduate elective but not in both programs.
(*Elective; dual listed as SW 443*)

Humanitarian Crises (1 cr)   **MSW 645x**
Exploring the challenges and dynamics experienced by non-governmental organizations in complex emergencies and humanitarian crises, this course focuses on preparation for and participation in a full-scale multi-day training exercise based on the promotion of human rights advocacy, engagement in peacebuilding negotiations, and the provision of assistance in conflict, disaster, or humanitarian crisis situations. *(Elective; Prerequisites: Completion of the Generalist year or Advanced Standing; Permission required.)*

Introduction to Telemental Health (3 cr)   **MSW 646**
Students learn about the basic concepts related to telemental health and how it is used within clinical social work. Students will evaluate how using technology at their agencies could benefit the clients with whom they work. At the conclusion, they will feel prepared to approach their agency administrators to propose a plan for implementing or expanding the use of telemental health practice.
(Elective)

Disaster Mental Health (3 cr)   **MSW 649**
The primary purpose of this course is to provide students with specific information about the psychosocial effects of All Hazards disasters and other public health emergencies, and best practice for all levels of social work response. This course covers the history, development, and application of social work in disaster. Emphasis is placed on the relationship between theory and practice, and practical application of intervention techniques for disaster and terrorist events. (*Elective*)

Field 3/Seminar (4 cr)   **MSW 650**
This seminar course, the third in a series of four, provides students with the opportunity to apply specialized practice skills that are necessary for a Master's level social worker in today's world. This course emphasizes specialized knowledge, values, skills, cognitive and affective processes, and behaviors necessary at the Master's level. Students must complete a total of 250 clock hours – approximately two days per week for 16 weeks. Must be taken concurrently with MSW 660.

Applied Research (3 cr)   **MSW 660**
This course is a compilation of prior learning and coursework. Students will have a basic understanding of research design (qualitative, quantitative, and single subject) and data analysis. Students will apply and synthesize this knowledge and present findings to their agencies. Students conduct an evaluation of organizational culture to assess the extent to which an agency maintains a culture of caritas. Students provide recommendations for strengthening such a culture. Must be taken concurrently with MSW 650.

Advanced Policy Practice (3 cr)   **MSW 670**
This course gives students the opportunity to engage in policy advocacy to improve the resources and opportunities for marginalized groups of people within their own communities. Students will learn the skills, tasks, and competencies that are needed to bring about policy changes.

Motivational Interviewing for Addictive Behaviors (3 cr)   **MSW 680**
This course presents the theoretical basis of motivational interviewing (MI), the principles of this counseling approach, and the key strategies for promoting the behavior change process. Students apply and demonstrate skills.

Field 4/Seminar (4 cr)   **MSW 690**
This seminar course, the last in a series of four, provides students with the opportunity to apply specialized practice skills that are necessary for a Master's level social worker in today's world. This course emphasizes specialized knowledge, values, skills, cognitive and affective processes, and behaviors necessary at the Master's level. Students must complete a total of 250 clock hours – approximately two days per week for 16 weeks.

MSW Capstone Project (1 cr)   **MSW 699**
Students investigate the micro, mezzo, and macro practice implications for a social problem or service delivery system. They will "integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being." (CSWE, 2022, p. 7).

Succeeding in the Program

Attendance

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

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

Distance Education

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

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

Each class meets once a week for one hour. Students are required to attend synchronous classes as part of the program requirements.

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

Problem Resolution

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

Student Grievances/Appeals

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

Satisfactory Academic Progress

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

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

Passing a Course

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

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

Repeating a Course

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

Student Leave of Absence

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

University Email and Picture

Upon enrollment at the University, students are provided with a Brescia University email account, which will be used by the University to send official communications to the student. Each student is responsible for any such official information sent to him/her by the university administrators, faculty and staff. Students are advised to check their university email account inbox on a regular (daily is recommended) basis. Students can expect all correspondence from full time and adjunct faculty to come to them from their Brescia email accounts.

Students should consider email to be a form of professional communication and compose messages accordingly. Unlike Twitter or texting, students should begin the message with the person's name, and write the message using complete sentences, capitalization, and punctuation.

Students should be aware that it is easy to miscommunicate tone in emails. Taking the time to think over an email before sending, especially a message about which a student has strong feelings, is one way to avoid later regrets.

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

Profile Picture in Moodle

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

Unsatisfactory Academic or Professional Performance

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

If a student does not reach a satisfactory level of performance of the CSWE competencies, he or she may be dismissed from the program. Generally, dismissal occurs after unsuccessful efforts to help the student achieve satisfactory performance. In rare instances, however, a student may be dismissed from the program apart from the process of a Student Support Plan (e.g., a situation where the student caused harm to others or created a dangerous situation, behavior that is explicitly threatening, illegal behavior, or extremely unethical, etc.). A student may appeal dismissal from the program through the University's grievance procedure. This requires an appeal to the Academic Dean within 10 days of dismissal.

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

<u>Unsatisfactory academic or professional performance</u> is defined as
- Earning three C's in three courses
- Earning a D or F in any course
- Earning a GPA below 3.0
- Not demonstrating social work competence, as defined by CSWE.
- Violating the NASW Code of Ethics, including plagiarism.

Implicit Curriculum

Adult Learning Theory and Expectations of Students

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

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

References

Carpenter-Aeby, T., & Aeby, V. G. (2013). Application of andragogy to instruction in an MSW practice class. *Journal of Instructional Psychology, 40*(1), 3–13.

Knowles, M. S. (1980). My farewell address . . . andragogy—no panacea, no ideology. *Training & Development Journal, 34*(8), 48–50.

Svein, L. (2017). Alexander Kapp – the first known user of the andragogy concept. *International Journal of Lifelong Education, 36*(6), 629–643.

Professionalism

As a social worker, students represent to the world not only themselves, but Brescia University and the entire social work profession. Fair or not, the demeanor of individual social workers is often used to cast judgment upon our entire profession. Professionalism is a multidimensional construct. It includes things like maintaining a learner-oriented attitude, following agency and community norms, being punctual, following a work schedule, following the dress guidelines of the field agency, using the chain of command to address concerns and conflicts, upholding social work values, and using verbal, written, and electronic communication skills that are clear, respectful, and error-free.

Ethical Behavior and NASW Code of Ethics

Social work students are expected to follow the NASW Code of Ethics (2021), 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" (4.04). 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)
- Dismissal from the MSW program
- 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. Self-plagiarism is also prohibited. Self-plagiarism occurs when you turn in an assignment or a substantial portion of an assignment that you wrote to meet the requirements of a previous course. It is similar to the concept of "double-dipping," meaning that you are compensated twice for the same work. You cannot use the same assignment twice. You may, however, paraphrase your previous work and cite it as such. Each assignment in this curriculum is designed to contribute to your learning experience. If you take a short-cut by self-plagiarizing, you have cheated yourself of this opportunity to learn.

Students at the master's level are expected to know what constitutes academic dishonesty and when to ask clarifying questions. Students are expected to report instances where they believe that others have cheated or plagiarized. Please help us to maintain a community culture of honesty and integrity. Written assignments must follow the current Publication Manual of American Psychological Association (APA) style guide.

Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of a society and by shaping the beliefs and values that support those racist policies and practices. Anti-racism is a process of *actively* identifying and opposing

racism. The goal of anti-racism is to challenge racism and actively change the policies, behaviors, and beliefs that perpetuate racist ideas and actions.

The program provides a learning environment that respects, welcomes, and values diversity. Diversity is understood as the complex intersectionality of multiple factors such as age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Diversity is represented within the institution, the social work program faculty, the student body, field placements and their clientele, and course assignments and readings. A strength of our online program is that because we accept students from all 50 states, we have a broad representation of our society that enriches the experiences of all.

Equity is fair treatment, access, opportunity, and advancement, recognizing that all people do not all start from the same place. Equity is achieved by promoting justice, impartiality, and fairness within the procedures, processes, and distribution of resources by institutions or systems. Actively addressing equity issues requires understanding the root causes of outcome disparities in our society and making adjustments to imbalances.

Inclusion is the act of creating environments in which individuals and groups are engaged, respected, valued, and supported through the elimination of practices and behaviors that result in marginalization. Inclusion is achieved when all people are welcomed to fully participate.

Diversity is having a seat at the table; inclusion is having a voice; and belonging is having that voice be heard." —Liz Fosslien, author and illustrator

Learning Differences and Inclusiveness of the Learning Environment

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

Academic Advising

Professional advising is provided by social work faculty who are knowledgeable and experienced professional educators. Advisors help students achieve their academic goals for their chosen career path by maximizing learning opportunities and socializing students to the profession. A student must meet with the assigned advisor prior to registration in the Fall and

Spring semesters. The first advising session must be synchronous and face-to-face (Using Zoom). Afterward, advising may occur using whatever technology is mutually convenient (e.g., email, in-person, telephone, Facebook [a professional account-only], Twitter [a professional account-only], etc.).

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

The specific responsibilities of students include:
1. Schedule a meeting with the advisor to assess progress toward the degree.
2. Understand the contents of the *MSW Program Manual for Classroom and Field.*
3. Notify the advisor in a timely way if experiencing a problem.
4. Communicate with the advisor on an ongoing basis.

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

Student Participation and Representation

Student Rights & Responsibilities

Students have these rights (not all inclusive)
- To be treated with respect by faculty, staff, and other students
- To be an active participant in own learning
- To have work evaluated fairly without judgment that is prejudicial or arbitrary
- To organize in areas of interest to students
- To self-advocate through proper channels
- To file a grievance for unjust actions

Students have these responsibilities (not all inclusive)
- To respect faculty, staff, and other students
- To identify and pursue their 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 to a confidential, end-of-semester course evaluation. Course evaluations are shared with faculty without identifying information. Faculty use feedback from students to shape the course for future students and improve the overall curriculum.

National Association of Social Workers (NASW)

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

Students as Stakeholders

We value the opinions of students. In an effort to use all available resources to address challenges and continuously improve the program, current students and graduates are encouraged to provide guidance and feedback on program policies. Students are encouraged to participate in the formulation and modification of program policies. They may use the following avenues to do so:
- Formal and informal discussions with individual faculty.
- Formal and informal discussions with the MSW Program Director.

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

Phi Alpha Honor Society

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

Social Media

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

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

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

Social Media and Technology Use

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

Dr. Laurel Hitchcock, University of Alabama at Birmingham

The use of technology and social media is a part of social work practice. We want to provide some guidance to help you avoid problems that could affect your future career. Because

technology is a rapidly changing field, it is not possible to list all of the possible modalities; however, it includes, but is not limited to, the following applications:

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

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

Social workers use technology to provide services and interventions to clients online and to use the internet to engage in research activities that build the knowledge base of the profession. Emerging areas of practice are online counseling, telemental health, mobile apps, self-guided online interventions, etc. Technology and social media are tools that can be incredibly useful to professionals, but their use must be ethical and well considered.

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

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

Follow the NASW Code of Ethics

- Students are expected to follow the NASW Code of Ethics, which includes online communications. The latest Code of Ethics was revised in 2021. Passages relevant to social media and electronic communications include, <u>but are not limited to:</u>
    - Informed Consent (d), (e), (f), (g), (i).
    - Competence (d), (e)
    - Cultural Awareness and Social Diversity (d)
    - Conflicts of Interest (e), (f), (g), (h)
    - Privacy and Confidentiality (i), (l), (o), (q), (r)
    - Access to Records (b)
    - Sexual Relationships (a)
    - Sexual Harassment
    - Derogatory Language
    - Interruption of Services
    - Respect (for Colleagues) (b)
    - Sexual Relationships (Supervisors/Educators and Students) (a)
    - Sexual Harassment (Colleagues)
    - Supervision and Consultation (dual/multiple relationships)
    - Education and Training (d)
    - Client Records (a)
    - Private Conduct
    - Evaluation and Research (f)

Build an online identity

- Students are encouraged to take a close look at their own personal online identity, evaluate the information and images that are available to others and how it may affect a professional identity, and review security settings and take precautions to protect privacy. Be aware that even if students keep security settings "private," information can still be shared by others to the rest of the world. Even if something is removed from a social media site, it is still available through caches or through screenshots that are shared.
- Students should be aware that they represent the profession of social work and behavior as a student reflects on Brescia University. Unless given specific permission, students are not authorized to speak on behalf of the university or the social work program.
- Students should take great care to promote themselves and the profession in a positive light and avoid posts that may be misunderstood when taken out of context. Clients (and sometimes employers) will likely conduct an online search of students. Pictures, posts, favorite causes, the groups student participate in, all say something about students personally and professionally, their interests, and sometimes their biases.
- Students should separate personal and professional online content.

Respect others

- Students should speak respectfully about Brescia University, MYC School of Social Work, colleagues/peers, the field agency, and its employees. When speaking about clients *in a general way*, always be respectful and use person-first language. (e.g.," our agency provides services to people who have committed sex offenses," not "our agency serves sex offenders.")
- Do not post text or images that insult, harass, bully, or criticize other professionals. Do not post text or images that create a hostile work or learning environment, including those of a political nature.
- Follow Brescia University's policy on use of social media. Do not set up a social media account using Brescia's name without approval from the Public Relations Office.

Maintain professional boundaries: Client privacy and confidentiality.

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

Application to Field placement

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

University Policies

Learning Management System – Moodle

Moodle is the learning management system used by the University. The login instructions for Moodle are as follows:
1.   Go to moodle.brescia.edu
2.   Click on *Microsoft 365* and use your @brescia.edu account to log in to the Moodle site.

If students have any issues or problems accessing their homepage, they should contact the https://brescia-university.zendesk.com/hc/en-us
Support is available through email, chat, and phone.

Academic Calendar

The academic calendar for MSW classes is sent to you from the Program Director and posted on the MSW Moodle page. Please note that the semester schedules for MSW classes and other university classes are not exactly the same. MSW classes begin on January 13 and end on May 10 for the 2025 spring semester. Commencement is on May 10.

Incomplete Grades

An instructor may issue a grade of "I" to indicate the student has not completed course requirements due to extreme, extenuating circumstances beyond the student's control *and* the faculty (and field instructor if applicable) believes an extension is warranted. Merely "not getting the work done" is not grounds for an Incomplete.
- To receive an Incomplete grade, the faculty will submit to the Registrar a statement describing the work that needs to be completed, signed by the faculty member and student, that includes a deadline of *no more than* 3 weeks. At the end of the 3 weeks, the faculty issues a grade change, from Incomplete to the earned grade, regardless of whether the work was completed as planned (with a zero for a missing assignment if applicable).
- The instructor *may* grant additional time beyond the 3 weeks, and any extended deadline should include the faculty's designation of when the work is due. When the work is turned in by the established deadline, the grade issued at the 3-week deadline will be changed to reflect the earned grade.

It is the student's responsibility to arrange for the completion of the work in consultation with the instructor (and field instructor when applicable) for the course. Failure to do so will have financial aid implications and could disrupt the student's progression in the program.

Administrative Drop

Students who have not attended any or all of their class meetings during the "Drop/Add" period (first week of classes) will be administratively dropped from non-attended courses unless they have contacted the instructor to discuss their absence and intent to continue with the course.

Human Subjects in Scholarly Research

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

Harassment

Brescia University does not condone harassment of any kind, against any group or individual, because of race, color, religion, national origin, ethnic identification, age, disability, genetic information, gender or sexual orientation. In addition, the School of Social Work does not tolerate harassment of individuals or groups based on class, culture, ethnicity, gender, gender identity and expression, sex, immigration status, marital status, political ideology, religion/spirituality, or tribal sovereign status. The University's ability to achieve its mission is dependent on the cooperative efforts of its faculty, staff and students. For such cooperation to exist, an atmosphere of professionalism, marked by mutual trust and respect, is essential. Harassment, conduct which violates this atmosphere, is unprofessional, illegal and unethical. 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.

Sexual Harassment

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance" (Title IX). Sexual harassment includes sexual harassment, sexual assault, dating violence, domestic violence, and stalking. If students experience sexual harassment, they are encouraged to report it to a trusted faculty or staff member. All faculty and staff are legally required to report sexual harassment to the University's Title IX Coordinator for investigation and follow up. This applies to both on-campus and online students. The University is obligated under the law to investigate the complaint and take appropriate actions to eliminate sexual harassment, prevent its recurrence, and address its effects. In all instances and to the extent possible, the University will protect the privacy of all parties.

Accommodations for People with Disabilities

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

Brescia University strives to provide an accessible campus where all students are comfortable, productive and independent. Brescia provides accommodations for students with documented disabilities who have academic needs and provide documentation to the Academic Disability Coordinator, who will then facilitate the process. Additional resources for people with disabilities can be found on the MSW Moodle page.

Application for Graduation

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

Celebration of Excellence

Generally held in April, the Celebration of Excellence is your opportunity to display outstanding examples of social work scholarship. Students work with a faculty mentor, who supports and guides their project. Online students may present their work remotely.

Commencement

We like to celebrate students' successes, and we welcome MSW students to receive their diplomas at the commencement ceremony held annually in May. If it is at all possible, please come! However, we realize that geographic distance may prevent some students from attending who would like to do so. Commencement is also streamed live, so students can attend virtually if they prefer. Please note that graduate students are not eligible for the distinctions of laude, magna cum laude, or summa cum laude—these distinctions are reserved for undergraduate students only.

Graduation Festivities

Friday, May 9, Open House at the MYC School of Social Work
Friday, May 9, Master of Social Work Pinning Ceremony
Friday, May 9, Baccalaureate Service (This is an ecumenical church service; it is for both
     baccalaureate and graduate students.)
Friday, May 9, Reception
Friday, May 9, Graduate Commencement Ceremony
Saturday, May 10, Commencement Ceremony for Undergraduates

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 U.S. states and in Canada.

Reimbursement of License Examination Fee

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

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 students may have and can be easily reached by visiting the [IT Helpdesk](#).

Library

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

School of Social Work Website

Please bookmark the university's web page for the MYC School of Social Work and the Master of Social Work Program. You will find important information about policies & procedures, as well as resources for social workers.
See our Brescia University Social Work Program Facebook page
After graduation, join our Brescia Social Work Alumni Facebook group

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.

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 2022 Educational Policy and Accreditation Standards. Field education is the signature pedagogy for social work and the manner in which future practitioners are educated and socialized to the profession.

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

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

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

Glossary of Field Terminology

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

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

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

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

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

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

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

Learning Experiences in Field: Generalist Practice

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

a. Opportunities to learn and practice generalist social work, including micro, mezzo, and macro approaches grounded in a person-in-environment framework, using critical thinking at all levels and a range of empirically supported interventions.

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

Learning Experiences in Field: Advanced Generalist Practice

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

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

Reference

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

Roles and Responsibilities

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

Field Agency

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

An agency is expected to

- Have a well-established and well-organized service delivery system. Within this system, the student will be expected to fulfill responsibilities appropriate to MSW education.

- Recognize the importance of the field instruction process and arrange for the Field Instructor to provide the student with consultation. The Field Instructor should allow for a minimum of two hours per week in scheduled consultation on issues related to the field practicum.

- Select field instructors who meet the CSWE accreditation criteria and can satisfactorily perform the responsibilities of field instructor.

- Provide a safe workspace, the educational support necessary for student learning, and the supplies and physical space needed to carry out assigned tasks.

Brescia University

The University is expected to

- Provide practicum agencies with the policies that describe the objectives, content, policies, and procedures of the field education program.

- Support the Field Agency in its efforts to provide educationally-directed field experiences.

- Provide orientation, training, and consultation to field instructors and other appropriate field agency staff about field education.

- Provide field agencies with information about each prospective student's interests and related work/volunteer experiences.

- Collaborate with practicum agencies on decisions about student placements.

- Maintain ultimate responsibility for the administration of field education, including decisions which will affect the progress of the student such as grades, credits, and field hours in the agency.

- Provide a designated member of the faculty to serve as Field Liaison for each student placement.

- Establish policy and procedures to resolve student, field instructor, agency, or faculty field instructors' disagreements.

- Verify that students have liability insurance coverage.

Students

Students are expected to

- Find a suitable agency in the student's community that is able and willing to meet the requirements of the program.

- Work with the agency Field Instructor and Field Liaison to develop and follow a Learning Contract that meets the educational needs of the student.

- Develop an agenda for regular supervisory conferences.

- Notify the faculty Field Liaisons as quickly as possible of any concerns or discrepancies at the practicum that cannot be mutually resolved between students and Field Instructors.

- Maintain a learner attitude, being open to new information, approaches, and ideas.

- Follow the NASW Code of Ethics.

- Bring experiences from Field to the Seminar for discussion, protecting the confidentiality of clients.

- Master the technology used by the agency.

- Follow the policies and procedures of the agency and conform to agency norms.

- Maintain student liability insurance.

- At the end of the Generalist and Specialization years, fill out a questionnaire regarding the student experience at the agency assigned. [Continued use of approved agencies/Field Instructors is dependent on the agencies' ability to meet the educational needs of the field practicum students.]

- Students are *not* expected to pay a fee to receive supervision from a Field Instructor. Students who are asked to do so are urged to contact Brescia's Director of Field Education.

Field Instructors

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

Field Instructors are expected to

- Provide to the Brescia University Director of Field Education their resume, reflecting their education and work experience. They are also asked to review field training and orientation materials, which will be provided by Brescia University.

- Hold a CSWE-accredited master of social work degree *and* have at least 2 years post-master's social work practice experience. In rare cases where a social worker with these credentials is unavailable, alternative supervision arrangements may be made using both a Task Supervisor within the agency and a qualified Field Instructor external to the agency.

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

- Initiate consultation with the Field Liaisons as soon as possible if either the student, Field Instructor, or Agency experience difficulties that may interfere with the student's placement.

- Participate in school-sponsored trainings, meetings, or online resources as needed.

- Orient the student to the practicum, including introduction to staff, the facility, office procedures, information management systems, agency mission, funding, organizational chart, services provided by the agency, client demographics, practice methods, the agency's place in the social service network, and policies and procedures related to safety.

- Provide the student with ongoing evaluation and feedback of his or her practice.

- Create an environment in which the student feels safe to explore and learn.

- Act as a role model for the student.

- Collaborate with the student and Field Liaison to develop a Learning Contract that will help the student integrate classroom knowledge with the field experience.

- Assign readings, process recordings, or other learning assignments as needed and as appropriate.

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

Task Supervisors

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

The Task Supervisor is expected to

- Participate with the student, Field Instructor, and Field Liaison in developing the student's learning contract.

- Supervise, monitor, and evaluate the student's performance on assignments.

- Help the student in understanding the agency's structure, mission, goals, services, policies, and procedures.

- Identify and provide resources within the agency to help the student complete assignments specified in the learning contract.

- Aid the student in problem solving.

- Help the student to understand the culture and political structure of the agency, including relationships with colleagues, staff, and other professionals.

- Provide ongoing feedback to the student, and periodic feedback to the Field Instructor and Field Liaison.

Director of Field Education

The Director of Field Education is expected to

- Approve all agency field placements. Approval is dependent upon the agency's willingness to accept students and to provide the necessary opportunities and experiences for achieving the educational outcomes of the program. The Director of Field Education will

- Provide assistance and consultation on issues related to the field practicum.

- Take a lead role in developing, reviewing, and evaluating all components of the field education curriculum.

- Approve Field Instructors and Task Supervisors.

- Provide orientation and training materials to Field Instructors and Task Supervisors.

- Resolve problems that affect field education of students.

- Provide guidance as needed that helps students to successfully complete field education.

Field Liaisons

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

- Maintain contact with the Field Instructor through conference calls, synchronous face-to-face meetings, e-mails, and mid-term and the end-of-semester evaluations. In the event a problem should arise requiring the Field Liaison's attention, additional agency contact via emails and conference calls will occur.

- Evaluate the student's performance in the practicum and assigns grades, in collaboration with the field instructor and the student.

- Inform and consult with the Director of Field Education about field-related problems that may require intervention.

- Help the student to make connections between classroom knowledge and its application in the field experience.

- Facilitate student peer support, sharing, peer consultation, and analysis of practicum experiences.

- Act as a role model to promote professional, ethical practice.

Agency Assignments

Selection of Agencies and Field Instructors

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

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

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

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

Admission to Field

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

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

1. Application to Field 1 or Field 3, as appropriate.
2. Proof of professional liability insurance ($1,000,000/$3,000,000)
3. Confirmation that the agency can provide an appropriate learning experience.
4. Confirmation that the Field Instructor meets the required qualifications.
5. Execution of a Memorandum of Agreement (MOA).

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, safety, documentation requirements, etc. At the agency, the Field Instructor is responsible for orienting the student to the agency. Field Instructors are encouraged to use the orientation checklist to guide their activities.

Reassignment – Termination Procedures

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

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

If approved in advance, students may be able to use employment tasks as field hours if the employment tasks link to the nine Council on Social Work Education (CSWE) competencies, relate to the appropriate level of practice (Generalist or Advanced Generalist), and represent opportunities to further develop their practice skills.

When assigning a student to a field practicum agency, the primary consideration is whether the opportunity to meet the learning objectives of the field component is present. The importance of ensuring that each student has a wide range of professional learning experiences is of vital concern. Practicum activities should provide the opportunity for students to learn new skills, develop emerging expertise, or build upon existing competence related to social work practice. The following criteria apply:

- The student must submit a proposal to the Director of Field Education specifically outlining how the student's job tasks will link to the nine CSWE Competencies and level of practice (Generalist or Advanced Generalist), as well as represent opportunities to develop or improve social work practice skills. The proposal must be approved by the student's employment supervisor and the Director of Field Education.

- The agency will determine whether the student is financially compensated for the practicum hours.

- The agency shall allow the student to maintain a role of student-learner.

- The student may count a maximum of 24 hours of qualifying employment activities per week to the field hours requirement. Qualifying employment activities are those that are related to the CSWE Competencies, represent opportunities to develop or improve social work practice skills, and are included in the approved proposal. However,, students must accrue hours continuously throughout the entire semester, regardless of how many hours are accrued.

- The agency will ensure that the student has ample opportunity to complete the tasks on the Learning Plan.

- Both the agency and the agency's field instructor will agree to allow for 2 hours of direct supervision/consultation with the student weekly that is specific to the field placement.

- The field education supervision and employment supervision may be provided by the same person if the field instructor/supervisor meets CSWE requirements. MSW students must be supervised by a person with a master's degree in social work from a CSWE-accredited

program who has at least two years of post- master's in social work degree practice experience in social work.

- Field education supervision must be distinct from employment supervision, even when provided by the same supervisor.

- Students should understand and acknowledge the risk related to employment-based practicum assignments in that any disruption in employment (e.g., layoff, termination, etc.) could also disrupt the practicum. Similarly, negative performance in the field placement has the potential to adversely affect employment status.

Criteria for Successful Completion of Field

Monitoring Students

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

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

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

Field 1/Seminar

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

To pass Field 1/Seminar
- Complete all assigned Learning Tasks per the Learning Plan.
  - 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. 25% or more of assignments are turned in late
2. Any seminar assignments not completed.
3. Completing fewer than 150 clock hours

Field 2/ Seminar

Students must pass Field 1 to proceed to Field 2.
To pass Field 2/Seminar

- Complete all assigned Learning Tasks per the Learning Plan with a rating of 3 or above in each Competency.
- 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 Competency in the Learning Plan
2. Any seminar assignments are not completed
3. 25% or more of assignments are turned in late
4. Completing fewer than 250 clock hours

Field 3/Seminar

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

To pass Field 3/Seminar
- Complete all assigned Learning Tasks per the Learning Plan.
  - 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. Any seminar assignments are not completed
2. 25% or more of assignments are turned in late
3. Completing fewer than 250 clock hours

Field 4/Seminar

Students must pass Field 3 to proceed to Field 4.

To pass Field 4/Seminar
- Complete all assigned Learning Tasks per the Learning Plan 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 Plan.

Any of the following will result in a failing grade for Field 4/Seminar:
1. Rating of 1 or 2 for any Competency in the Learning Plan
2. Any seminar assignments are not completed
3. 25% or more of assignments are turned in late
4. Completing fewer than 250 clock hours

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

Clock-Hour Requirements

Field 1: 150 hours in Semester 1 (generalist)
Field 2: 250 hours in Semester 2 (generalist)
Field 3: 250 hours in Semester 3 (advanced generalist)
Field 4: 250 hours in Semester 4 (advanced generalist)

The hours required in each semester are not negotiable. When developing a work schedule with the Field Instructor, students should be aware that life events and illness sometimes interfere, and 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 will be a rare occurrence, and we ask supervisors to keep this in mind when planning assignments. Transportation problems that interfere with student practicum responsibilities should be brought to the attention of the Director of Field Education.

Transporting Agency Clients

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

Professionalism

Professional Liability Insurance

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

Student Accountability and Professional Behavior

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

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

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

Scholarly Learning

It is expected that the student will read all assigned material. Students are encouraged to raise questions about anything not understood. They should be prepared to discuss the assigned reading.

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

Temporary Separation from Field Placement Protocol

This protocol will be followed in the extreme and unforeseen situation where a student is unable to physically attend the agency due to the circumstances of the community (e.g., communicable disease, civil unrest), a natural disaster, or other occurrence that restricts the activities of the agency.

1.) Student and Field Instructor discuss the possibility of the student temporarily working remotely for a portion of field placement hours. Field Instructor and student discuss concerns and follow the process for the approval of **MYCSSW Education Plan for Temporary Interruption of Field Placement (hereinafter referred to as "PLAN"** (see below).

In situations where the request is made by the student, the following will be considered:
- Rationale for working remotely at this time
- The student's individual circumstances
- The agency's needs
- Circumstances of the field instructor/task supervisor
- The length of time the student is requesting
- Current assessment of the student's competency

2.) Field Instructor/Task Supervisor and/or student contacts Faculty Field Liaison. Faculty Field Liaison provides to Field Instructor and student the "**PLAN,"** and provides consultation on possible ideas of tasks for individualized work plans. Field Instructor, Faculty Field Liaison, and student will assess the following:

a. Does the student have access to the technological means (computer/reliable Wi-Fi) to work remotely?

b. Based on the individual student circumstances, how long does the student believe he/she will need to work remotely?

c. How many hours does the student need to complete the field education course?

d. What is the current assessment of student progress? Which competencies still need to be developed?

e. Currently, is the student at risk for receiving a score lower than "3" (Competent) for any of the competency tasks listed on the Learning Plan? (If so, should we consider a grade of Incomplete for this student, instead of working remotely?).

     f.   Does the agency have a plan for continuing service delivery if their employed social workers must work remotely? If so, what is the plan?

     g.   Is it possible for the student to continue to engage with agency services, current clients/work product teams, remotely?

     h.   What is the plan for the student to continue to receive weekly supervision from the Field Instructor/Task Supervisor?

3.) Student and Field Instructor meet (face-to-face or remotely) to agree on an individualized field separation plan using the suggested tasks. Priority should be given to tasks where competence needs to be developed.

4.) Student submits final "**PLAN**" to Field Faculty Liaison and Field Instructor/Task Supervisor. Plan is approved in writing by Field Faculty Liaison. The work plan constitutes an addendum to the student's Learning Plan.

5.) Students will send written products to Field Instructor/Task Supervisor and upload written products to the Field Seminar Moodle page.

6.) As usual, students are required to complete weekly reports and participate in Seminar.

7.) Students should reasonably be expected to complete tasks on the plan within 30 days. If there is a need to extend the plan, this will be monitored and reviewed by the Faculty Field Liaison on a regular basis, with frequency of extensions depending upon the circumstances, but not exceeding 30-day increments.

MYCSSW Education Plan
for
Temporary Interruption of Field Placement ("PLAN")

MYCSSW has adopted a plan to address temporary disruption to students' social work field placements due to national or local events such as communicable diseases, natural disasters, civil unrest, or other occurrences that restrict the activities of the agency.

If students are advised by their agency, supervisor, and/or government to not attend their field placement, or if safety concerns warrant a temporary disruption in field placement, students should **immediately** consult with **BOTH** their MYCSSW Field Faculty Liaison and their Field Instructor(s).

In efforts to fulfill interns' hourly requirements and educational competencies during temporary field placement stoppages, we are provide **alternative field learning activities** that can be completed off site. Simulated practice situations may not replace required field education hours. Waiving field education hours due to placement, program, or institutions closures is not permitted. Demonstration of social work competencies must be through in-person contact, which refers to interpersonal interactions with clients and constituencies, and may include the use of digital technologies

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

Alternate Learning Activities

Field Instructors and Task Supervisors should assign off-site alternative field learning activities that students may complete in the event of a temporary field disruption. Examples of alternative field learning activities are listed below.

- **Supervision:** Weekly supervision using Zoom, Googlehangouts, Skype, Microsoft Teams, or other teleconferencing applications. Preference should be given to HIPAA-compliant platforms.

- **Meetings with individuals, families, groups organizations, and/or communities** utilizing teleconferencing applications that can be accessed via computer, tablet, and/or telephone; provided teleconferencing applications are approved by the agency. Pre-recorded case studies or scenarios may also be used.

- **Trainings for Agency:** develop trainings that will benefit the agency (ex- self-care, ethics, etc.)

- **Groups/Workshops for Clients:** develop curriculum for future implementation with clients (ex- life skills, grief, trauma, domestic violence, etc.)

- **Written Materials for Clients or Community:** develop handouts/flyers/brochures (ex- explain voting rights, informed consent policies, community resource guides, etc.)

- **Organizational Policy Review:** review agency policies with suggestions/recommendations where appropriate (ex- safety policies, diversity policies, use of social media, utilization of technology, etc.)

- **Legislative Policy Review:** review relevant laws and policies impacting the population students work with (ex- Indian Child Welfare Act, Emergency Mental Health Holds, Homeless Camping Ban, etc.) and provide a synopsis of key takeaways or prepare advocacy materials (letter to editor, develop key talking points, etc.)

- **Literature Review:** conduct a literature review on a specific topic relevant to field placement (ex- effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)

- **Grants:** research potential grant opportunities and/or prepare aspects of the grant writing that will benefit the agency.

- **Community Networking/Resource Development:** teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.

- **Complete online trainings:** complete assigned trainings and provide a certification of completion and/or a short, written reflection and/or prepare a presentation to disseminate knowledge gained. Trainings should be related to services provided by the agency.

Field Instructors and Task Supervisors may come up with other activities or trainings, in addition to the ones listed on this page. Circle the applicable activities above and use the space below to list additional activities identified by Field Instructor and/or Task Supervisor.

All activities should be pre-approved by the agency field instructor.

Alternate activities should be chosen with the primary purpose of having educational value that helps students achieve competence in social work and is consistent with their Learning Plan. All field placements should include direct, interpersonal contact with clients and constituencies, either remotely or in the same physical location. No field placements should be based solely on activities that do not include direct, interpersonal contact with clients and constituencies, such as through online trainings or working on projects/plans for future events/activities.

<u>Confidentiality and the Use of Technology</u>

All students must comply with relevant laws, regulations, ethical standards, and organizational policies to ensure the confidentiality of clients. Students and agencies are encouraged to utilize the standards listed in the *NASW, ASWB, CSWE, CASW Standards for Technology in Social Work Practice* (2017) guide to inform their use of technology. While each agency should develop their own protocols around the use of technology and confidentiality, the following best practices should be followed by all students:

- Take reasonable steps to maintain appropriate boundaries when using personal phone numbers or other electronic communication. For example, consider temporarily hiding your caller ID when making outgoing calls, through your phone's settings.
- Position web cameras so that confidential data is not visible.
- Conduct all sensitive conversations in a private space. Be mindful of the potential for family members or bystanders to overhear any portion of your discussions.
- Identify a code word to be used by a client living with an IPAV aggressor to alert you when the aggressor is in the room or within hearing distance.

Faculty Liaison Signature _____

Date: _____

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Contact Information, Email, and Frequently Called Numbers

Madison C. Silvert, JD
President of the University
madison.silvert@brescia.edu
270-685-3131

Dr. Amanda Morris
Vice President for Academic Affairs
amanda.morris@brescia.edu
270-686-4287

Dr. Lisa Reece
MSW Program Director
lisa.reece@brescia.edu
270-689-3803

Ms. Jennifer Cox
Disability Coordinator
(270) 686-2102

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

Library
270-686-4212

Registrar's Office
registrar@brescia.edu
270-686-4248

Financial Aid
financial.aid@brescia.edu
270-686-4253

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

Master of Social Work Program

Forms

Brescia University School of Social Work

Application for Field Placement

Date_____   Semester _____

STUDENT INFORMATION

Name of student_____ Advisor _____

Do you require accommodations to perform work in a field agency? _____yes _____no

If yes, please specify:

_____

_____

_____

PROPOSED FIELD PLACEMENT/ AGENCY INFORMATION

Agency Name: _____

Address: _____

_____

Phone: _____

Learning activities will take place at the above address _____yes   _____no

If no, give address of proposed field site _____

_____

_____

Brief description of services provided by the agency: _____

_____

_____

Are you an employee of this agency? _____yes _____no

Have you previously interned with this agency? _____yes_____no

PROPOSED FIELD INSTRUCTOR/SUPERVISOR INFORMATION

Proposed Field Supervisor's Name _____

Phone Number _____

Email _____

Social Work Degree: _____BSW _____MSW/MSSW

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

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

_____Yes _____No

Is it possible for the student to engage with agency services, current clients, constituencies, and/or work product teams remotely?
_____Yes _____No

Is it possible for the student to receive regular supervision remotely?
_____Yes _____No

AGREEMENTS

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

_____I agree to maintain health insurance throughout the duration of my Field Placement.

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

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

_____I have read, understand, and agree to follow the NASW Code of Ethics.

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

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

Student Signature_____ Date_____

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

Scan/email: leann.howell@brescia.edu
Fax :   270-686-4262
Postal mail: Brescia University School of Social Work
              717 Frederica Street
              Owensboro, Kentucky 42301

MSW Program <u>On-Job Practicum</u> Application

Student's Contact Information

Name:	
Home Number	
Cell Number	
BU Email Address	
Alternate Email Address	

Agency Information

Name of Agency	
Employment Status (PT or FT)	
Department/Program	
Employment Supervisor's Name	
Office Address	
Office Phone	
Email Address	
Field Instructor's Name, if different	
Office Address	
Office Phone	
Email Address	

Student's Employment Activities and Proposed Learning Activities (see example on the last page)

	Employment Activities	Proposed Learning Activities
	Student may or may not have employment activities that relate to all competencies.	These should all represent NEW learning activities at the appropriate level. (Generalist or Advanced Generalist).
Competency 1 Demonstrate ethical and professional behavior.		
Competency 2 Advance human rights and social, racial, economic, and environmental justice.		
Competency 3 Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.		
Competency 4 Engage in practice-informed research and research-informed practice.		
Competency 5 Engage in policy practice.		
Competency 6 Engage with individuals, families, groups, organizations, and communities.		
Competency 7 Assess individuals, families, groups,		

organizations, and communities.		
Competency 8 Intervene with individuals, families, groups, organizations, and communities.		
Competency 9 Evaluate practice with individuals, families, groups, organizations, and communities.		

_____

Employment Supervisor
Signature

_____

Practicum Supervisor
Signature (if different)

_____

Student
Signature

_____

Date

_____

Date

_____

Date

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

By signing this proposal, it is understood the employment 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 only activities that are linked to new learning experiences associated with the nine Competencies may qualify as field hours, up to 24 hours per week.

EXAMPLE ONLY – GENERALIST LEVEL – Field 1 and Field 2

	Employment Activities Student may or may not have employment activities that relate to all competencies.	Proposed Learning Activities GENERALIST LEVEL These should all represent NEW learning activities at the appropriate level.
Competency 1 Demonstrate ethical and professional behavior.	Follow the NASW Code of Ethics	Student will identify an ethical dilemma, consult the agency's policy, review the NASW Code of Ethics, review an ethical decision-making model from class, identify possible ethical choices and their consequences, and will discuss with the supervisor to make the best ethical choice.
Competency 2 Advance human rights and social, racial, economic, and environmental justice.	Student will read agency policies related to client rights. Ask clients to sign a form informing them of their rights.	Student will create a handbook for the agency's lobby to educate clients about their human rights and how to appeal injustices.
Competency 3 Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.	Follow the agency's policy related to diversity.	Student will interview a client to learn about the client's experience with the intersectionality of at least two dimensions of diversity.
Competency 4 Engage in practice-informed research and research-informed practice.	Follow agency-established interventions related to theoretical orientation and best practices.	Student will interview an agency social worker to identify an area of interest to the student and will generate five possible research questions to explore further.
Competency 5 Engage in policy practice.	None	Student will identify a legislative bill that would potentially affect clients at the agency. The student will contact the legislative member and advocate for or against the policy by explaining how the policy could benefit or harm clients.
Competency 6 Engage with individuals, families, groups, organizations, and communities.	Engage clients with respect and professionalism.	Student will participate with outreach team to develop relationships within the homeless community.
Competency 7 Assess individuals, families, groups, organizations, and communities.	Assess individuals.	Student will assess the functioning of a specific group being held or of family units using a theory of human behavior.
Competency 8 Intervene with individuals, families, groups, organizations, and communities.	Intervene with individuals or families.	Intervene at the agency level by proposing a policy or change in practice that will improve the quality of services.
Competency 9 Evaluate practice with individuals, families, groups, organizations, and communities.	Reflect on practice with supervisor.	Evaluate the effectiveness of interventions with individuals and families by comparing baseline measurements and intervention goals.

EXAMPLE ONLY – ADVANCED GENERALIST LEVEL – Field 3 and Field 4

	Employment Activities Student may or may not have employment activities that relate to all competencies.	Proposed Learning Activities ADVANCED GENERALIST LEVEL These should all represent NEW learning activities at the appropriate level.
Competency 1 Demonstrate ethical and professional behavior.	Follow the NASW Code of Ethics	Distinguish between potential boundary violations and boundary crossings and discuss with supervisor.
Competency 2 Advance human rights and social, racial, economic, and environmental justice.	Student will read agency policies related to client rights. Ask clients to sign a form informing them of their rights.	Challenge structural barriers and oppressive practices by advocating for change in a collaborative way.
Competency 3 Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.	Follow the agency's policy related to diversity.	Interrupt racial stereotypes and microaggressions when they occur and discuss in supervision.
Competency 4 Engage in practice-informed research and research-informed practice.	Follow agency-established interventions related to theoretical orientation and best practices.	Make recommendations/suggestions based on agency culture that are related to caritas and in partnership with the agency, identify actions that could be taken by the student the following semester.
Competency 5 Engage in policy practice.	None	Identify an agency policy and trace it back to its legislative origin.
Competency 6 Engage with individuals, families, groups, organizations, and communities.	Engage clients with respect and professionalism.	Identify personal characteristics or behaviors that impede or promote engagement.
Competency 7 Assess individuals, families, groups, organizations, and communities.	Assess individuals.	Perform assessments using multiple sources of information.
Competency 8 Intervene with individuals, families, groups, organizations, and communities.	Intervene with individuals or families.	Use intervention skills guided by theory and caritas.
Competency 9 Evaluate practice with individuals, families, groups, organizations, and communities.	Reflect on practice with supervisor.	Independently reflect on practice and make changes as appropriate.

Name of Student: _____

Location: _____

MEMORANDUM OF AGREEMENT

Between the Brescia University, Inc. - Marilyn Younger Conley Social Work Program and:

<u>Agency Name:</u> _____

<u>Address:</u> _____

<u>Phone:</u> _____

This Memorandum of Agreement, entered into this _____day of _____, for the academic year _____, establishes an agreement between the Brescia University, Marilyn Younger Conley Social Work Program (hereinafter referred to as The Program) 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:

   1.   All parties to this agreement are equal opportunity employers. There shall be no discrimination on the basis of race, religion, age, color, creed, gender, national origin, sexual orientation, physical disability, or veteran status in either the selection of students for field education or as to any aspect of the field education experience.

   2.   Student educational records are protected by the Family Educational Rights and Privacy Act (FERPA), and student permission must be obtained before releasing specific student data to anyone other than the Program.

   3.   Students assigned to the Agency under this Agreement shall not be deemed employees or agents of the Agency or the Program by reason of such assignment. Neither the Agency nor the Program shall be responsible for payment to students of any salary, wages or employment-related benefits.

4. 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.

5. The following conditions apply:

- This field education is associated with an academic program at an accredited institution of higher learning.
- This field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
- The Program exercises oversight over the internship program and provides educational credit.
- This field education experience is supervised by social work program personnel; this document constitutes an agreement between the program and the field site, and there is learning contract between the student and the site.
- The Program is solely educational and provides training to prepare the professional social worker. It is not meant to supplant or replace existing employees of within the field education program site.
- The field placement is meant to provide an educational and training opportunity to the social worker and does not provide any immediate advantage to the employer or the field site.

B. The Program will:

1. Maintain, during the term of this Agreement, for itself and its faculty, a policy of professional liability insurance with a single limit of no less than $1,000,000 per claim and $3,000,000 in the annual aggregate.

2. Require each student to have a professional liability policy in force before he or she is assigned to the Agency. The minimum amount of coverage shall be $1,000,000 per claim and $3,000,000 in the annual aggregate.

3. Appoint a Director of Field Education who, in conjunction with Field Faculty, will be responsible for the administration of the field education program.

4. Support students' attainment of educational goals.

5. Plan the student's general orientation to the field experience, in consultation with the Agency Field Instructor.

6. Provide orientation of appropriate Agency personnel to the educational objectives and methods of the educational program.

7. Provide orientation, field instruction training, and continuing dialog and support throughout the duration of the field placement.

8. Provide instruction and educational direction of the student and provide linkage between the field placement experience and the classroom/academic experience.

9.   Evaluate the student's educational program and evaluate the student's performance. The Program faculty are responsible for assigning a grade to the student.

C.   The Agency will:

1.   Recognize that all personally identifiable information about students provided by the University under this Agreement shall be treated as confidential, shall be used only in furtherance of this Agreement and shall not be further disclosed without the student's written consent except as required by law.

2.   Meet the following conditions <u>in instances when students do a Field Placement in an agency where they are also currently employed</u>: (Please initial each item to demonstrate agreement)

     The agency shall allow the student to maintain the role of student-learner during designated internship hours throughout the Field Placement.

     The Field Placement educational activities and responsibilities shall be directly related to skill development demonstrating the 9 Core Competencies listed on the Learning Plan.

     The agency will ensure that the student has ample opportunity to complete the tasks on the Learning Plan.

     Both the agency and Field Placement supervisor will agree to allow for 2 hours of direct supervision/consultation with the student weekly.

3.   Will NOT allow students to transport clients, neither in their private vehicle, nor an agency-owned vehicle.

4.   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.

5.   Provide staff and time for planning, with the Brescia University Social Work Field Director, for appropriate student field learning opportunities.

6.   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, student safety, and learning objectives.

7.   Expect that the student will abide by ethical standards of professional social work practice.

8.   Provide staff members in addition to the Agency Field Supervisor who may be used as supervisors of students in the field program when this is deemed

appropriate/advisable by the Agency Field Supervisor and the Social Work Field Director.

9. Provide field learning opportunities and assignments necessary to implement the educational objectives.

10. Provide suitable environmental accommodations and facilities for the student, compatible with effective learning.

11. Recognize the importance of the field instruction process and make arrangements for the Field Instructor/Supervisor to provide the student with a minimum of two hours per week of direct consultation.

12. Meet all applicable local, state, and federal health and safety guidelines, and provide proof of same upon request.

D. Collaboratively, the Agency and Program will:

1. Arrange days and hours for the student's participation in the educational program.

2. Schedule activities of students in the field educational program in accordance with the schedule of courses at Brescia University and will be explored and planned with the appropriate faculty personnel of the University and the Agency. Planning of the specifics of the program shall be a joint effort of the Agency field supervisor 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 the agency standards of service.

3. Address unsatisfactory circumstances using due process. If a placement becomes unsatisfactory, the Agency Field Instructor and Program faculty will meet with the student in an effort to resolve the problem. Unless the circumstances warrant immediate action, removal from the placement should be a last resort

4. Remove the student from the placement. If a student exhibits unsatisfactory academic progress or performance, representatives of the Agency and the University 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.

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:

AGENCY SIGNATURES: **UNIVERSITY SIGNATURES:**

_____   _____
Agency Representative/Administrator   Director of Field Education
                                          Brescia University, Inc.

_____   Date: _____
Title

_____
Date

_____   _____
Agency Social Worker/ Field Instructor   Vice President, Academic Affairs
                                          Brescia University, Inc.

_____   _____
Date   Date

_____
Task Supervisor (if applicable)

_____
Date

Orientation to Field Agency Checklist

☐ Lunch and breaks/dress code/parking requirement/ signing in and out/ use of telephone.

☐ Confidentiality policy unique to agency

☐ Policies and procedures related to student safety.

☐ Specific recording requirements: outlines for intakes, social history and all other required reports, discuss frequency and style, include title students are to use during placement.

☐ Description of agency and clientele served: History, funding sources, populations served and their primary needs – overview of a typical day, organizational chart, staff and their roles.

☐ Introduction to clerical and support staff.

☐ Introduction to clerical and record keeping systems.

☐ Arrange for administrative persons to meet with field student(s)

☐ Orient to selected community resources.

☐ Schedule sessions with students on a regular basis [two (2) hours per week.]

☐ Discuss with students your expectations/supervision style.

☐ Conduct a session to identify gaps between what student knows and what is still needed.

☐ Abbreviations, terminology specific to agency.

☐ List of suggested readings

☐ Pertinent procedures

☐ Each student should have access to the following reference materials:
    ____Interagency and community phone directories
    ____Agency procedure manual
    ____Special reference books specific to agency
    ____Copies of key memos covering resources and policies that update existing manuals.
    ____Map of agency, city, or county
    ____Agency plan for emergencies.

Weekly Log & Time Sheet

Student Name: _____ Faculty Field Liaison: _____

Agency: _____ Field Instructor: _____

Hours completed for week beginning Sun _____ **and ending Sat** _____

                                   (mo/day/yr)   (mo/day/yr)

= _____ **(Total Hours for *this* Week)**

Total Hours Accrued so far for *this* semester: _____

Experiences with Diversity and Difference (check all that apply)

____Age ____Economic Class ____Culture ____Disability and ability ____Ethnic identity ____Racial identity

____Gender identity & expression ____Immigration status ____Marital status ____Political ideology

____Religion/spirituality ____Sexual orientation ____Tribal sovereign status ____Health status

Intervention level practice experiences (check all that apply)

____Individuals   ____Families____Groups____Organizations____Communities

Competency practice experiences (check all that apply)

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

_____   _____

Student's Signature   Date

_____   _____

Field Instructor's Signature   Date

Student Support Plan

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

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

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

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

Satisfactory progress in the program is defined as

Classroom: Complete all requirements specified in the course syllabus.

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

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

Field 3:   1. Complete all assignments per the course syllabus at a satisfactory level. Complete all Learning Tasks per the Learning Plan.
   a. Extension of due dates may be negotiated with instructor in extreme circumstances.
   b. 25% or more of assignments turned in late results in *a failing grade*.
2. Achieve a rating of 3 or higher for competencies.
   a. A rating of 1 or 2 (at either Midterm or Final) requires a Student Support Plan. A student may still pass the course.

     3. Complete 250 clock hours.

     4. Students must pass Field 3 to proceed to Field 4.

Field 4:   1. Complete all assignments per the course syllabus at a satisfactory level. Complete all Learning Tasks per the Learning Plan.

       a. Extension of due dates may be negotiated with instructor in extreme circumstances.

       b. 25% or more of assignments turned in late results in *a failing grade*.

     2. Achieve a rating of 3 or higher for all competencies.

     3. Complete 250 clock hours

     4. Students must pass Field 4 to graduate from the program.

<u>Unsatisfactory progress</u> in the program is defined as:

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

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

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

Student Support Plan for _____

Summary of Current Professional and/or Academic Performance:

Areas of focus or need for improvement:			
Objectives:	**Corresponding Competency #**	**Guidance, resources, or support needed:**	**When plan will be reviewed**
.			

Signatures:

_____	_____
Student	Date
_____	_____
Faculty	Date
_____	_____
Student's Advisor	Date
_____	_____
MSW Program Director	Date
_____	_____
Field Instructor	Date
_____	_____
Field Instructor	Date
_____	_____
Director of Field	Date

CSWE Competencies for Student Support Plan

(for reference use)

Competency 1 Demonstrate ethical and professional behavior.

Generalist Skills	Advanced Generalist Skills
• Summarize the profession's history, its mission, and the roles and responsibilities of the profession and distinguish it from the roles of other professionals. • Identify emerging technologies and explain how they support or facilitate social work practice. • Explain ethical theories, including ethics of care. • Discuss the boundaries associated with professional • Use non-biased 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. • Discuss social workers' ethical responsibilities to the broader society as specified in the Code of Ethics • Discuss the advantages of using an ADEI lens • Compare the values of caritas with those of the social work profession. • Use judgment to distinguish between ethical and unethical behavior and professional and unprofessional behavior. • Evaluate how weakness or errors in writing can negatively affect services. • Reflect on how caritas relates to student's personal experiences. • Demonstrate professional demeanor through communication (oral, written, and email), by following good work habits (attendance in class, completion of assigned tasks, meeting deadlines, responding to emails, notifying instructor of anticipated absences. • Apply a systematic ethical decision-making process and make ethical decisions. • Write documents related to social work practice such as assessment, treatment plans, progress notes, court reports, etc. using correct grammar, syntax, organization & APA format. • Demonstrate professional behavior; appearance; and oral, written, and electronic communication. • Use technology ethically and appropriately. • Use supervision and consultation to guide professional judgment and behavior. • Complete a self-care assessment. • Create a self-care plan and follow it.	• All Generalist skills AND • Recognize and explain the components of professional use of self (e.g., 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 internal biases that influence service delivery. • Using a lens of caritas, discuss the ethical and social implications of labeling human beings. • Uses judgment to support/recommend ethical interventions for micro, mezzo, and macro practice using a blended philosophy of caritas and professional social work. • Use professional communication (verbal, nonverbal, written, and technological) to convey information, express concerns or resolve conflicts. • Using a philosophy of caritas, make ethical choices in complex situations that can be supported by the integration of multiple sources of information. • Work collaboratively and professionally with other professionals, taking a leadership role when needed. • Regularly practice healthy self-care skills. • Make ethical choices in complex situations supported by the integration of multiple sources of information. • Initiate respectful challenges to microaggressions or hearing comments that are racist by asking questions, acknowledging feelings, exploring beliefs, and suggesting alternative solutions or points of view. • Have intentional conversations with peers, field instructors, and faculty who represent diverse groups to learn about the lived experience of others in both dominant and non-dominant cultures. • Practice caritas in a way consistent with the limits and boundaries of the profession.

Competency 2 Advance Human Rights and Social, Racial, Economic, and Environmental Justice.

Generalist Skills	Advanced Generalist Skills
- Discuss freedom, safety, privacy, adequate standard of living, health care, and education as fundamental human rights. - Explain strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably. - Explain the concept of caritas and how it is related to human rights. - Recognize personal beliefs about social and economic justice - Discuss why environmental justice is important to social work practice. - Identify conflicting cultural values in the U.S. about the protection of human rights. - Analyze the global connections of human rights violations as they relate to caritas, oppression, and racism. - Evaluate 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. - Conceptualize all social work practice through the lens of human rights. - Apply the concept of caritas to a case study at a micro level that includes anti-oppressive practices. - Apply the concept of caritas to a case study at a macro level that includes anti-oppressive practices. - Advocate for human rights at the individual, family, group, organizational, and community system levels. - Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	- All Generalist skills AND - Explain strategies that protect or oppress civil, political, economic, social, racial and cultural human rights. - Demonstrate understanding of the inherent bias in research. - Reflect upon how students' attitudes about social, racial, economic, and environmental justice have evolved and changed. - Discuss how students' communities marginalize certain groups of people by considering locations of environmental sacrifice. - Use critical thinking to compare an international human rights policy with the human rights practices of the U.S. and another country. - Evaluate the human rights policies of another country and use theories of social justice and caring theory to recommend appropriate and effective interventions. - Influence legislation that affects human rights and/or diversity, equity, and inclusion. - Incorporate trauma-informed practice across a variety of systems - Work effectively with diverse client systems. - Challenge structural barriers and oppressive practices in collaborative, non-violent ways - Advocate for change for both the client's individual needs and for the wellbeing of the community.

Competency 3 Engage in anti-racism, diversity, equity, and inclusion (ADEI) in practice.

Generalist Skills	Advanced Generalist Skills
• Give examples of diversity and discuss the concept of intersectionality. • Demonstrate appreciation of the diverse experiences of others and the expertise of client groups as to their own experiences. • Reflect upon how beliefs about diversity were learned, how those beliefs and attitudes are transmitted from generation to generation and develop a plan for increasing knowledge about diverse groups. • Evaluate how social structures and life experiences of privilege, power, acclaim, marginalization, discrimination, and oppression influence a person's worldview. • 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. • Explain how the role of a culture's societal structures and values may oppress, marginalize, alienate, or create privilege and power. • Explain the components of a cultural assessment. • Use reflection to manage the influence of personal biases and values. • Apply theories of human behavior and the social environment (including caring theory), person-in-environment, and other multidisciplinary theoretical frameworks to engage different client systems • Demonstrate anti-racism and anti-oppressive social work practice at all levels. • Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences. • Convey respect, sensitivity, and caritas to effectively engage and work with diverse groups.	• All Generalist skills AND • Demonstrate knowledge of the components of a cultural assessment. • Explain how caritas relates to anti-racism, diversity, equity, and inclusion in practice. • Identify strategies for managing biases in ways that help students engage diversity and difference in practice. • Analyze how diversity and difference shape life experiences in practice. • Discuss the effects of stigma on people with mental health disorders. • Demonstrate cultural competence sensitivity (e.g., cultural competence, congruence of knowledge, attitudes, and behaviors that show appreciation for diverse groups, the ability for cultural self-assessment, awareness of the dynamics of cross-cultural interactions, and professional use of self). • Seek knowledge that leads to a better understanding of less familiar cultures. • Engage in cultural competence self-assessment. • Develop and follow a plan for increasing cultural competence. • Interrupt racial stereotypes and microaggressions when they occur. • Ask people about their experiences with racism, prejudice, and exclusion. • Support persons of color in personal and professional settings when they speak out about their experiences with racism. • Demonstrate cultural sensitivity and humility (elements of cultural competence) • Take action to promote anti-racism, diversity, equity, and inclusion

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

Generalist Skills	Advanced Generalist Skills
• 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 research design including quantitative and qualitative methodology, literature review, sampling, operationally defining concepts, and collecting, analyzing, and interpreting data. • Discuss the historical background of IRBs and how they protect human subjects. • Explain the importance of research to social work practice. • 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. • Use critical thinking to analyze research methods, findings, and generalizability to practice. • Use literature review to inform practice. • Develop a research proposal. • Evaluate how each element of the research proposal a) avoids perpetuating racist ideas, b) respects diversity, c) achieves equity, and d) is appropriately inclusive. • Create a list of journal references, in APA format, related to caritas and/or caring theory. • Apply research findings to inform and improve practice, policy, and programs. • Identify ethical, culturally informed, anti-racism, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	• All Generalist skills AND • Explain the components of organizational culture, such as the values, underlying assumptions, expectations, diversion of resources, etc. • Explain the process of scientific inquiry. • Reflect on how research is related to social work values. • Synthesize knowledge from multiple sources and explain how the knowledge can be used in social work practice. • Analyze the results of agency culture assessment and compare to a culture of caritas. • Apply the process of scientific inquiry. • Apply research findings to practice. • Contribute to the knowledge base of the profession. • Engage in practice that is supported by empirical evidence. • Engage in research that uses an anti-oppressive perspective. • Explain, interpret, and disseminate research results. • Make recommendations based on agency culture results that are consistent with caritas.

Competency 5 Engage in policy practice.

Generalist Skills	Advanced Generalist Skills
• 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. • Explain social work's role in policy development and implementation within practice settings. • Discuss the historical and contemporary roles of the social work profession in the development of U.S. social welfare policy. • Examine the impact of implicit bias related to policy practice. • Explore the value of engaging in macro practice. • Analyze a social problem learned from direct practice and develop policy recommendations to ameliorate it. • Evaluate policies that advance human rights and social, economic, and environmental justice and how they relate to caritas. • Analyze the effects of intersectionalities with regard to policy implementation. • Demonstrate policy advocacy skills (at the agency or community level) such as developing a strategy, analyzing stakeholders, networking and developing coalitions, educating, persuading, and negotiating to achieve an outcome that advances social, economic, or environmental justice. • Engage in political or legislative advocacy at the state, national, or international level. • Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services • Advocate for policies, informed by caritas, that advance human rights and social, racial, economic, and environmental justice. • Assess how diversity and difference shape life experiences in practice at the macro level.	• All Generalist skills AND • Explain the concept of policy practice. • Discuss policies that affect human rights and social, economic, and environmental justice • Examine how macro practice is related to caritas and the values of the profession. • Analyze how social policy at the local, state, and federal levels affects access to social services, service delivery, and client well-being. • Analyze how diversity and difference shape life experiences in practice at different levels. • Increase comfort level with macro practice and legislative advocacy, per self-report. • Promote the adoption of policies that advance human rights and social, economic, or environmental justice. • Take action to support or object to proposed legislation related to human rights or social, economic, or environmental justice. • Identify social policy at the local, state, or federal level that influences the agency and service delivery. • Evaluate how the agency has interpreted the policy and translated it into agency protocols. • Assess how an agency's policy affects the diversity, equity, and inclusion of service recipients.

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

Generalist Skills	Advanced Generalist Skills
• Demonstrate an understanding that engagement is an ongoing component of the interactive process of practice at all levels. • Communicate the value of human relationships and how they contribute to the process of engagement. • Evaluate how personal experiences and affective reactions may affect ability to effectively engage with diverse client systems. • Demonstrate skills of relationship-building, professional boundaries, and inter-professional collaboration to facilitate engagement with client systems and other professionals. • Consciously use caritas to further develop engagement skills. • Apply knowledge of human behavior and person-in-environment, as well as other interprofessional conceptual frameworks, to engage with clients and constituencies • Demonstrate empathy, respect, sensitivity, and compassion associated with caritas. • Use empathy, reflection, and interpersonal skills, informed by caritas, to engage in culturally responsive practice with clients and constituencies. • Consciously use caritas to develop engagement skills.	• All Generalist skills AND • Explain how caritas influences the engagement of clients. • Discuss the techniques of engaging with individuals, families, groups, organizations, and communities. • Recognize and effectively manage personal biases as they affect the therapeutic relationship. • Propose strategies for applying caring theory to engage clients while maintaining professional boundaries. • Apply knowledge of engagement to a case study. • Develop rapport with people from diverse groups. • Use supervision to help manage personal biases that may affect professional relationships. • Demonstrate interpersonal skills, knowledge of self, and techniques of engagement according to practice context. • Establish working alliances and collaborative relationships to facilitate engagement. • Use effective engagement strategies that are sensitive to the experiences of diverse clients. • Consciously use caritas to engage clients

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

Generalist Skills	Advanced Generalist Skills
• Explain theories of human behavior and the social environment, including caring theory related to assessment of individuals, families, groups, organizations, and communities. • Recognize how personal attitudes and unconscious beliefs might influence the assessment process. • Critically evaluate theories of human behavior and the social environment, including caring theory. • Evaluate how diversity, difference, and oppression has shaped the lives of marginalized groups. • Use assessment as an ongoing, interactive process, and collect and organize data that informs the direction of intervention goals. • Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies • Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies.	• All Generalist skills AND • Explain a theory of human behavior to guide assessment of individuals, families, groups, organizations, and communities. • Demonstrate understanding of psychopathology in terms of the DSM-5 diagnostic categories and diagnostic processes. • Consider how diversity, difference, and oppression has shaped the lives of marginalized groups. • Explain the social construction of mental illness. • Correctly apply diagnostic criteria to formulate a diagnostic impression. • Apply knowledge of assessment to a case study. • Perform comprehensive assessments, considering how diversity, difference, and oppression has shaped the life experiences of client constituencies. • Plan interventions that are in response to holistic assessments and clients' preferences. • When assessments reveal problems not easily solved, use theory to frame the problem differently, opening to new possibilities for creative problem solving. • Use supervision and consultation to develop and communicate self-awareness to challenge biases and beliefs that could influence assessment.

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

Generalist Skills	Advanced Generalist Skills
• Discuss theories of human behavior and the social environment and person-in-environment perspective to guide interventions. • Reflect upon the ethical tensions between the concepts of service & beneficence and autonomy & self-determination. • Use judgment to determine the most appropriate evidence-based intervention. • Use experiences in practice to generate research questions. • Use intervention as an ongoing, interactive process to achieve practice goals and enhance capacities of client systems. • Choose interventions that recognize and appreciate the experiences of diverse groups. • Apply theory to intervene with diverse client systems. • Consciously use caritas to further develop intervention skills. • Choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals. • Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	• All Generalist skills AND • Explain theoretical orientation such as motivational interviewing, cognitive behavioral, family therapy, community organizing, etc. that influences intervention. • Identify the most commonly used "best practice" approaches to treatment for specific mental disorders. • Explain how caritas influences intervention with clients at multiple levels. • Reflect upon the assumptions made about client systems when they display resistance and how that is related to social work values. • Use critical thinking to distinguish between practices that have little or weak empirical support, including practices that could be harmful, and practices that have strong or developing support. • Intervene in ways that resolve or reduce symptoms of mental disorders, psychosocial stress, relationship problems, or other difficulties. • Use theory driven, therapeutic approaches that show appreciation and respect for all forms of human diversity. • Apply a professional use of self, consistent with caring theory. • Apply knowledge of intervention to a case study. • Provide interventions that enhance personal capacity and resolve or minimize symptoms of mental disorders, psychosocial stress, relationship problems, and difficulties in coping in the social environment. • Use interventions that demonstrate appreciation and respect for diverse client constituencies. • Apply intervention skills related to context such as motivational interviewing, cognitive-behavioral interventions, family therapy, community organizing, etc. • Engage in beginnings, transitions, and endings that advance mutually developed goals. • Consciously use caritas to intervene with clients.

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

Generalist Skills	Advanced Generalist Skills
• 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. • Conceptualize evaluation findings by applying theories of human behavior and other theoretical frameworks. • Evaluate clients and client systems to improve service delivery and outcomes. • Select and use culturally responsive methods for evaluation of outcomes. • Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	• All Generalist skills AND • Explain the purpose and use of formative and summative evaluations. • Identify professional obligations to engage in ongoing evaluation of clients and client systems. • Discuss the importance of evaluation to all levels of practice. • Evaluate data to inform treatment goals. • Evaluate the organizational culture of the Field agency relative to caritas and make recommendations to develop or strengthen a culture of caritas. • Use research to enhance and evaluate practice. • Apply knowledge of evaluation to a case study. • Use outcome measures to identify progress, recognize when there is a need to intervene differently, and determine the need to terminate services. • Discuss personal beliefs and feelings related to client termination or referral. • Demonstrate evaluation of clients, the social worker's practice, or the program, depending upon context.

Learning Plan –SW305/MSW 540/Field 1

Student: _____

Semester: _____

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

Student Signature: _____   Date: _____

Agency Field Instructor/Supervisor signature: _____   Date: _____

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

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

For evaluation, the Field Supervisor will use the scale that follows each competency of the Learning Plan to rate the student's competence in this area. In Field 1 and 2, students are expected to have mostly 3's, with occasional 4's. In Field 3 and 4, students are expected to have mostly 3's and 4's. For every score under 4, the Field Supervisor should give specific feedback to the student as to how to improve in this area. University Field Instructors will determine the final letter grade for the course based upon performance in Field and Seminar assignments.
A score of 3 or higher constitutes a satisfactory rating.
- To proceed from Field 1 to Field 2 – the student must pass Field 1.
- To proceed from Field 2 to Field 3 – the student must achieve a level of 3 on every criterion.
- To proceed from Field 3 to Field 4 – the student must pass Field 3.
- To graduate from the program, the student must achieve a level of 3 on every criterion in Field 4.

5 = Mastery [completely independent; Skilled enough to teach others]
4 = Capable [requires occasional assistance; uses supervision effectively]
3 = Apprentice [requires frequent assistance or close supervision]
2 = Needs improvement [rarely demonstrates skill]
1 = There is insufficient evidence to evaluate learning.

Revised 6/2024

Competency 1 Demonstrate ethical and professional behavior	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence.
Use technology ethically and appropriately to facilitate practice outcomes.			
Demonstrate professional demeanor through communication (oral, written, electronic), by following good work habits (attendance, completion of assigned tasks, meeting deadlines), and by dressing congruently with the standards of the agency.			
Create a self-care assessment and self-care plan			

Competency 2 Advance Human Rights and Social, Racial, Economic, and Environmental Justice	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Advocate for human rights at the individual, family, group, organizational, and community system levels.			
Other: (To be identified by student)			

Competency 3 Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.			
Other (to be identified by student)			

Competency 4 Engages in practice-informed research and research-informed practice.	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Apply research findings to inform and improve practice, policy, and programs.			
Engage in practice that is supported by empirical evidence			

Competency 5 Engages in policy practice	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services			
Other: (To be identified by student)			

Competency 6 Engages with individuals, families, groups, organizations, and communities	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Apply knowledge of human behavior and person-in-environment, as well as other interprofessional conceptual frameworks, to engage with clients and constituencies			
Demonstrate empathy, respect, sensitivity, and compassion associated with caritas.			
Consciously use caritas to develop engagement skills.			

Revised 6/2024

Competency 7 Assesses individuals, families, groups, organizations, and communities.	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies			
Use assessment as a collaborative process with client systems to develop a mutually agreed upon plan.			

Competency 8 Intervenes with individuals, families, groups, organizations, and communities.	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.			
Consciously use caritas to develop intervention skills			

Revised 6/2024

Competency 9 Evaluates practice with individuals, families, groups, organizations, and communities.	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Select and use culturally responsive methods for evaluation of outcomes			
Other: (To be identified by student)			

By signatures below, Student, Field Instructor (supervisor), and Faculty Liaison agree to final ratings and completed hours indicated on the foregoing Learning Plan.

_____   _____

Student   Date

_____   _____

Field Instructor (Supervisor)   Date

_____   _____

Faculty Liaison   Date

Learning Plan – SW 406 and MSW 590/Field 2

Student:

Semester:

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

Student Signature: Date:

Agency Field Instructor/Supervisor signature: Date:

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

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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.

Competency 1 Demonstrates ethical and professional behavior	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence.
Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.			
Use supervision and consultation to guide professional judgement and behavior.			
Other: (To be identified by student)			

Additional Comments:

Competency 2 Advance Human Rights and Social, Racial, Economic, and Environmental Justice	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.			
Other: (To be identified by student)			

Additional Comments:

Competency 3 Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Demonstrate anti-racism and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels			
Convey respect, sensitivity, and caritas to effectively engage and work with diverse groups.			

Additional Comments:

Competency 4 Engages in practice-informed research and research-informed practice.	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Identify ethical, culturally informed, anti-racism, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.			
Other: To be identified by student			

Additional Comments:

Competency 5 Engages in policy practice	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Advocate for policies, informed by caritas, that advance human rights and social, racial, economic, and environmental justice.			
Other: To be identified by student			

Additional Comments:

Competency 6	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.)	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.)	Rating
Engages with individuals, families, groups, organizations, and communities.	Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it?	How will you show the degree to which you have this skill?	5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Use empathy, reflection, and interpersonal skills, informed by caritas, to engage in culturally responsive practice with clients and constituencies.			
Other: (To be identified by student)			

Additional Comments:

Competency 7 Assesses individuals, families, groups, organizations, and communities.	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies.			
Other: to be identified by student			

Additional Comments:

Competency 8 Intervenes with individuals, families, groups, organizations, and communities.	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals			
Other: (To be identified by student)			

Additional Comments:

Competency 9 Evaluates practice with individuals, families, groups, organizations, and communities.	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities			
Other: (To be identified by student)			

Additional Comments:

By signatures below, Student, Field Instructor (supervisor), and Faculty Liaison agree to final ratings and completed hours indicated on the foregoing Learning Plan.

_____   _____

Student   Date

_____   _____

Field Instructor (Supervisor)   Date

_____   _____

Faculty Liaison   Date

Learning Plan – MSW 650/Field 3

Student:

Semester:

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

Student Signature: Date:

Agency Field Instructor/Supervisor signature: Date:

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2 = Needs improvement [rarely demonstrates skill]
1 = There is insufficient evidence to evaluate learning.

Revised 6/2024

Competency 1 Demonstrates ethical and professional behavior	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence.
Have intentional conversations with peers, field instructors, and faculty who represent diverse groups to learn about the lived experience of others in both dominant and non-dominant cultures.			
Practice Caritas in a way consistent with the limits and boundaries of the profession			

Additional comments:

Competency 2 Advance Human Rights and Social, Racial, Economic, and Environmental Justice	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence.
Incorporate trauma-informed practice across a variety of systems			
Work effectively with diverse client systems.			

Additional

comments:

Revised 6/2024

Competency 3 Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Engage in cultural competence self-assessment, develop and follow a plan for increasing cultural competence and demonstrate cultural sensitivity and humility.			
Ask people about their experiences with racism, prejudice, and exclusion.			

Additional comments:

Competency 4 Engages in practice-informed research and research-informed practice.	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Contribute to the knowledge base of the profession.			
Engage in practice that is supported by empirical evidence			
Engage in research that uses an anti-oppressive perspective.			
Explain, interpret, and disseminate research results			
Make recommendations based on agency culture results that are consistent with caritas.			

Additional comments:

Competency 5 Engages in policy practice	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Identify social policy at the local, state, or federal level that influences the agency and service delivery.			
Evaluate how the agency has interpreted the policy and translated it into agency protocols.			

Additional Comments

Competency 6 Engages with individuals, families, groups, organizations, and communities.	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence.
Use supervision to help manage personal biases that may affect professional relationships.			
Establish working alliances and collaborative relationships to facilitate engagement			
Consciously use caritas to engage clients			

Additional comments:

Revised 6/2024

Competency 7 Assesses individuals, families, groups, organizations, and communities.	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence.
Perform comprehensive assessments, considering how diversity, difference, and oppression has shaped the life experiences of client constituencies.			
Use supervision and consultation to develop and communicate self-awareness to challenge biases and beliefs that could influence assessment.			

Additional Comments:

Competency 8 Intervenes with individuals, families, groups, organizations, and communities.	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence.
Use interventions that demonstrate appreciation and respect for diverse client constituencies			
Apply intervention skills related to context such as motivational interviewing, cognitive behavioral interventions, family therapy, community organizing, etc.			
Consciously use caritas to intervene with clients.			

Additional Comments:

Competency 9 Evaluates practice with individuals, families, groups, organizations, and communities.	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Demonstrate evaluation of clients, the social worker's practice, or the program, depending upon context.			
Perform formative and summative evaluations,			

Additional comments:

By signatures below, Student, Field Instructor (supervisor), and Faculty Liaison agree to final ratings and completed hours indicated on the foregoing Learning Plan.

_____   _____

Student   Date

_____   _____

Field Instructor (Supervisor)   Date

_____   _____

Faculty Liaison   Date

Learning Plan – MSW 690/Field 4

Student:

Semester:

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Student Signature: Date:

Agency Field Instructor/Supervisor signature: Date:

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2 = Needs improvement [rarely demonstrates skill]
1 = There is insufficient evidence to evaluate learning.

5 = Mastery [completely independent; Skilled enough to teach others]
4 = Capable [requires occasional assistance; uses supervision effectively]

Competency 1 Demonstrates ethical and professional behavior	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence.
Work Collaboratively and professionally with other professionals, taking a leadership role when needed.			
Make ethical choices in complex situations supported by the integration of multiple sources of information.			
Initiate respectful challenges to microaggressions or hearing comments that are racist by asking questions, acknowledging feelings, exploring beliefs, and suggesting alternative solutions or points of view.			

Additional comments:

Competency 3 Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Interrupt racial stereotypes and microaggressions when they occur.			
Take action to promote anti-racism, diversity, equity and inclusion.			
Support persons of color in personal and professional settings when they speak out about their experiences with racism.			

Additional comments:

Competency 4 Engages in practice-informed research and research-informed practice.	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Engage in practice that is supported by empirical evidence.			
Other: to be identified by student			

Additional comments:

Competency 5 Engages in policy practice	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Assess how the agency's policy affects the diversity, equity and inclusion of service recipients.			
Other: (To be identified by student)			

Additional comments:

Competency 6 Engages with individuals, families, groups, organizations, and communities.	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence.
Demonstrate interpersonal skills, knowledge of self, and techniques of engagement according to practice context.			
Use effective engagement strategies that are sensitive to the experiences of diverse clients.			
Consciously use caritas to engage clients			

Additional comments:

Competency 7 Assesses individuals, families, groups, organizations, and communities.	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Plan interventions that are in response to holistic assessments and client preferences.			
When assessments reveal problems not easily solved, use theory to frame the problem differently, opening to new possibilities for creative problem solving.			

Additional comments:

Competency 8 Intervenes with individuals, families, groups, organizations, and communities.	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence.
Provide interventions that enhance personal capacity and resolve or minimize symptoms of mental disorders, psychosocial stress, relationship problems, and difficulties in coping in the social environment			
Consciously use caritas to intervene with clients.			
Engage in beginnings, transitions, and endings that advance mutually developed goals.			

Additional comments:

Competency 9 Evaluates practice with individuals, families, groups, organizations, and communities.	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?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Discuss personal beliefs and feelings related to client termination or referral.			
Use outcome measures to identify progress, recognize when there is a need to intervene differently, and determine the need to terminate services.			

Additional comments:

By signatures below, Student, Field Instructor (supervisor), and Faculty Liaison agree to final ratings and completed hours indicated on the foregoing Learning Plan.

_____ _____

Student   Date

_____ _____

Field Instructor (Supervisor)   Date

_____ _____

Faculty Liaison   Date

Brescia University School of Social Work
Field Instructor's Evaluation

Field Instructor's Name_____

Date_____

Name of Agency_____

Student's Name_____

1. Was your experience as a Field Instructor positive? ___yes ___no

2. Did you experience any problems during the practica of the student? ___yes ___no
    If so, please identify these problem areas.

3. How would you evaluate the student practica process?

4. Was your contact with the Director of Field Education sufficient? ___yes ___no

5. Were all your questions answered? Please elaborate.

6. Did the Director of Field Education maintain adequate contact with you during the time the student was placed with your agency? ___yes ___no

7. Did you feel comfortable contacting the Director of Field Education if needed? __yes ___no

8. Would you have benefited from more contact with the Director of Field Education? ___yes ___no   Please elaborate.

9. If any problems occurred during the placement, was the Director of Field Education helpful? ___yes ___no ___n/a Please elaborate:

10. Do you have any additional comments or questions? Please take this opportunity to make any suggestions for changes that you feel would be beneficial in the Field Practica Process.

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

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

Brescia University Social Work Program
Student Evaluation of Field Practicum

Student Name _____ Date_____
Name of Agency_____
City/State: _____
Name of Field Instructor: _____

1.   Briefly describe your major practica duties. Do you feel these assignments were appropriate in meeting your learning objectives? Please elaborate.

2.   Were you able to see growing competency in carrying out these assignments?

3.   How would you evaluate your performance and progress during practica (Identify major areas of learning for you)

4.   What factors contributed to your learning experiences? What factors detracted from the learning experiences? (Please indicate if you were not given certain opportunities that you believe were essential learning experiences)

5.   Evaluate the Agency Field Instructor supervisory process. Was your supervisor regularly available to you? Did your Agency Field Instructor help you achieve your learning objectives?

6.   Would you recommend this agency to other students? What recommendations would you make for improving the placement site for future field students?

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

8.   Additional comments.

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

Field Practicum

Student Request for Agency Reassignment

Date_____

Name_____

Address_____

Home Phone_____Cell phone_____

Email address_____

Present Agency_____Director of Field Education_____

Field Instructor_____

Contact information_____

Reason for
request_____
_____
_____
_____
_____

Student signature_____ Date_____

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