

Field Instructor Manual

For the social work programs at:

The University of Missouri-St. Louis

Saint Louis University School of Social Work

**The George Warren Brown School of Social Work
at Washington University in St. Louis**

Date: Fall 2012

To Our Field Instructors

On behalf of the social work students of the University of Missouri-St. Louis, Saint Louis University, and Washington University in St. Louis we would like to thank you for your interest in and service to social work education. In 2008, the Council on Social Work Education outlined the new Educational Policy and Accreditation Standards, stating that field education is the “signature pedagogy” of social work education, “the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner.” We agree that the practicum experience is the most important influence in the development of a student’s social work practice skills. As a field instructor, you serve as teacher and mentor to our students. Your partnership with the social work programs provides students with a high quality learning experience. As you help students learn to be social work practitioners through teaching and mentoring, our Offices will serve as your resource, liaison and support in the field instruction process.

The field education offices of the original three social work programs collaborate in a number of ways, to include the design and implementation of the New Field Instructor Certification Program and the application forms for agencies and field instructors. As a product of our collaboration, this manual provides information on the structure and learning process of all three practicum programs. We hope that you find the students’ enthusiasm and idealism parallel to the many satisfactions and rewards that you will receive serving as a field instructor. This manual contains policies and procedures common to all three programs, as well as specific information for each program. We hope that you will familiarize yourself with the contents of the manual, retain it for future use and use the information to create the best possible experience for students and your agency. Please share this resource with other field instructors within your agency as well as any task instructors at your agency who work closely with students.

In this revision of the Field Instructor Manual, we also want to officially welcome Fontbonne University (FBU) to the St. Louis Field Collaborative. We’re excited to expand our partnership. FBU’s manual is currently under revision and will be added to the collaborative manual once it’s completed. In the meantime if you have any questions, please contact Kate Mennes at cmennes@fontbonne.edu.

Thank you for your valuable contributions to our students, our programs and the social work profession. Please do not hesitate to contact our offices with any questions.

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General Practicum Resources and Policies Common to All Three Social Work Programs

The Collaborative Social Work Field Education Project

In January 2000, with funding from The University of Missouri, the three social work programs in the St. Louis Metropolitan area began developing an innovative field education collaborative project now referred to as “The Collaborative Social Work Field Education Project” or simply, the St. Louis Field Collaborative. Using a feminist approach to leadership, The School of Social Work at the University of Missouri-St. Louis, Saint Louis University School of Social Work, and The George Warren Brown School of Social Work at Washington University in St. Louis identified a common goal to support field instructors and students in the field experience. This has evolved to include joint field instructor orientation, continuing education events, school social work career fair, an advisory board, a collaborative web site and database, a shared field instructor manual and selected common forms. Since many social workers in our area serve as field instructors for students from more than one of the social work programs this collaboration has obvious benefits to field instructors and students.

Field Instruction Certification Program For New Field Instructors

In an effort to support quality field education experiences for students and field instructors, the St. Louis Field Collaborative requires the completion of the “Field Instruction Certification” program for new field instructors. Completion of the program qualifies a new field instructor to become a Certified Field Instructor and become eligible to provide field instruction for social work practicum students from the four St. Louis area programs. The Certification Program consists of a half-day “Introduction to Field Instruction” session and five subsequent educational sessions. The program focuses on such topics as values and ethics and cultural competence as they relate to field instruction. The Certification Program must be completed over a maximum of a two year process.

New field instructors must apply to be affiliated with social work programs, be approved, and complete the Certification Program. This process can occur prior to or simultaneous with the first experience of providing field instruction for a student. Some programs offer additional continuing education opportunities independent of the collaborative. Please contact the individual social work programs or check web sites for more information. To remain certified, field instructors must apply to be renewed every three years, to include providing information about continuing education.

Resources

All three social work programs offer resources to field instructors in a wide variety of areas. If you should need a resource not listed, please contact the social work program of your practicum student(s).

Documentation of Field Instruction

Upon request, a letter can be issued from an Office of Field Education certifying services rendered as a field instructor for a specific time period. Additionally, field instructors may receive a certificate from the program of their student that attests to the field instruction provided to the student at the end of the semester that may be used for continuing education requirements for social work licensure.

Practicum Forms

Necessary practicum forms for students and field instructors are available electronically at each school's external and/or internal web sites. In some cases, forms are also available electronically on the collaborative web site.

Web Sites

University of Missouri – St. Louis - <http://www.umsi.edu/~socialwk/>

Saint Louis University – <http://www.slu.edu/x11391.xml>

George Warren Brown School of Social Work at Washington University in St. Louis –
<http://www.gwbweb.wustl.edu>

Collaborative website for all four programs - <http://www.fielddedu.com/fielddedu/>

Social Work Code of Ethics

The National Association for Social Workers (NASW) *Code of Ethics* is available from the NASW website located at: <http://www.naswdc.org/>

Social Work Educational Policy and Accreditation Standards

The Council of Social Work Education's (CSWE) Educational Policy and Accreditation Standards for undergraduate and graduate social work programs are available from their web site at:
<http://www.cswe.org/>

Policies

Each of the programs has specific policies that govern their field education curriculum. The following policies apply to all three programs. Distinct policies are discussed in each program's section in this manual.

Academic Credit for Life or Previous Work Experience

According to the Council on Social Work Education policy, academic credit for life experience and previous work experience cannot be granted in whole or in part in lieu of the field practicum courses.

Agency Agreements

Agencies/organizations and field instructors complete the affiliation process online through the St. Louis Field Collaborative webpage.* All organizations and field instructors must complete the affiliation applications to be considered for approval.

1. **Organizational Application for Field Education Site form** – Each site must complete the Organizational Profile, located at <https://apps.umsi.edu/webapps/ITS/socwork/field/fieldforms/login.cfm>. Applicants will have the opportunity to select those programs and levels with which they wish to affiliate. Organizations must be approved by the program(s) with which they wish to affiliate.
2. **Field Education Instructor Application form** – Each MSW Field Instructor must complete the Field Instructor Application located at <https://apps.umsi.edu/webapps/ITS/socwork/field/fieldforms/login.cfm>. Field Instructors must be approved by the program(s) with which they wish to affiliate and be invited to attend the new field instructor orientation and advanced education seminars prior to or during their first year of field instruction.

3. **Affiliation Agreement form** – Each site must complete an Affiliation Agreement for each individual program. These forms are available from each individual program and links to these forms can be found on the St. Louis Field Collaborative webpage:
<http://www.fielddedu.com/fielddedu/forms.html>.

Completed forms must be submitted to the appropriate University before a student may start a practicum.

*Note: The Brown School has its own set of electronic application forms for those organizations and field instructors interested in only affiliating with the Brown School:
<http://brownschool.wustl.edu/resources/Pages/MSWFieldInstructorResources.aspx#forms>. Organizations and field instructors who only affiliate with the Brown School and later want to affiliate with other schools must complete the affiliation application process on the collaborative webpage.

Agency Policies

Students are required to comply with the rules and policies of the practicum site, insofar as they pertain to their activities while at the practicum site. The practicum agency may require students to obtain pre-practicum health and/or criminal background checks. While the social work programs do not collect this information, students are informed that the agency may require such information. Should a student elect not to provide the required information, he/she is informed that a practicum at that agency may not be an option.

Agency Reimbursement for Student Services

Students shall follow agency policy regarding the collection of fees and accepting gifts. While in practicum, students may personally not keep any fees charged for their services.

Appropriate Activities

Students should be engaged in activities while in practicum commensurate to their social work program and level of training and should avoid activities expressly prohibited by their programs. Questions regarding appropriate practicum activities can be directed to the Office of Field Education at the social work program.

Automobile Insurance

Some programs provide secondary auto insurance. Students who will be using their personal vehicle for agency business should negotiate automobile coverage with the agency at the time of the interview.

Criminal Records

Students should inform the field education administrator of any information regarding felony convictions and/or other information that may impact the student's ability to secure and complete a practicum. Individual programs do not conduct criminal background checks on students. If the program is aware of criminal conviction or other pertinent information, the student may be asked to sign a release of information authorizing the program to discuss this information with approved practicum sites.

Disability and Compliance with the Americans with Disabilities Act

The Americans with Disabilities Act (ADA) of 1990 extends and implements civil rights protections for disabled individuals. Students requiring an accommodation related to a disability should utilize their University resources to formally document their disability and work with those resources to request accommodations during their practicum experiences. Each University has a policy that protects students from discrimination and has an office that assists students with assessment and support services.

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Many practicum agencies that collect and/or use client health information are required to comply with the federal HIPAA law. As the social work programs are not considered business associates, University programs are not required to comply. However, agencies may wish to orient their practicum students and take steps to ensure student compliance. Some programs require HIPAA training in the integrative seminar or prior to practicum.

Liability

Each University provides professional liability insurance for students' supervised practicum related activities at the practicum site and can provide verification of such coverage. Agencies/organizations shall maintain adequate general liability and professional liability insurance. Students have the option to purchase additional coverage at their own expense through the National Association of Social Workers Insurance Trust (800/638-8799 ext. 387) or another insurance carrier.

Lobbying Activities

Students who engage in formal lobbying activities as a part of the practicum experience should discuss with the practicum agency and his/her field liaison the issue of registering as a lobbyist with the appropriate governmental entity. If the student and field instructor determine that registration is appropriate, the student must register as a lobbyist with the practicum agency (not one of the Universities). It is the responsibility of the student and the agency to comply with all laws and regulations relevant to lobbying.

Mandated Reporting

As emerging social work professionals, our expectation is that students adhere to the NASW Code of Ethics and report incidents of suspected neglect or abuse; however, we recommend students discuss these situations with their field instructors to gain full appreciation and knowledge of the reporting process. It is also recommended that students familiarize themselves with individual State Laws (where they are completing practicum and/or where they intend to practice after graduation) that determine who is a mandated reporter: http://www.childwelfare.gov/systemwide/laws_policies/statutes/mandate.cfm and http://www.ncea.aoa.gov/Main_Site/Find_Help/APS/Analysis_State_Laws.aspx.

Paid Practicum

While agencies are not required to financially compensate students for practicum, the Offices of Field Education encourage organizations/agencies to provide funds when possible. Such arrangements are based upon negotiations between the organization/agency and the student. Possible advantages include:

1. **Investment/connection to the agency** – Receiving payment for a practicum may assist in clarifying the role and responsibilities of the intern to all concerned. Students may feel a deeper sense of commitment to the agency in exchange for payment.
2. **Ease of financial burden and stress on the student** – The combination of practicum with a source of income may allow the student to focus more energy on learning and producing quality work, rather than dividing attention between work and practicum.
3. **Recognition of the contribution to the organization** – Even a small stipend can provide recognition to the student of the quality of the contribution to the agency and build agency loyalty.

Possible funding sources for practicum include:

1. **Agency general revenue or grant funds** – Some agencies include stipend funds for practica in grant proposal budgets. Other agencies allocate stipend funds for students in their annual budgets or use personnel funds if the student fills in for a staff member on leave. If an agency relies on

student labor to fulfill specific duties and would like to have students each semester, offering a stipend can be a very effective incentive in recruitment efforts.

2. **Government funding** – Within government agencies, a variety of government funding options may be made available for training stipends. For example, students working within the Veterans Administration, the Missouri Division of Family Services, AmeriCorps and Vista programs have received stipends from government funding sources. Other state and local agencies may elect to use discretionary funds.
3. **University-secured funding** – The Universities have achieved some success in obtaining funding from a variety of sources for student stipends. Possible sources may include foundation funding, graduate assistantships and research grants.
4. **Practicum at Place of Employment** – If a potential practicum exists at a student's employment site and would entail new and appropriate learning for the student, practicum credit may be earned at the agency with specific arrangements. An additional possibility for a paid practicum exists if the student works at a practicum site. Some students are able to successfully negotiate the completion of practicum activities while on work time within a social service agency. Place of Employment practica need to be individually negotiated with the field office at each school.

Safety and Security of Student in Practicum

Safety of students in field is a priority for the Offices of Field Education. While the Universities do not wish students to be protected from the realities of professional practice, immersing students in the realities of practice can also expose them to safety and security risks. The Universities and practicum agencies must partner to reduce risks to students in practicum. Many practicum students have safety and security concerns as they enter the field practicum. If not addressed, concerns about personal safety can significantly impact learning opportunities in the practicum. Field instructors and practicum sites, when applicable, should do the following regarding safety:

- Discuss safety and security matters with students at the placement interview or at the outset of the practicum. Information about the prevalence of or potential for violence while conducting practicum activities should be relayed to the student.
- Explain and enforce agency safety protocols with students, including building and office security, emergency procedures, management of violent clients and home visit safety procedures. (NOTE: students are expected to follow agency rules regarding the necessity of home visits and home visit protocol.)
- Provide a tour of the surrounding neighborhood or areas in which the student may work and address concerns students may have regarding work in the community.
- Allow students to observe staff engaged in the work for which the student is preparing.
- Allow students to be observed while engaged in learning activities.
- Link students with agency-provided security resources (i.e., safety training, cellular telephones, beepers).

The following types of activities warrant special concern and, therefore, should be discussed with the Universities and the student prior to the assignment:

- physical restraint of clients,
- transportation of clients in the student's private vehicle,
- transportation of a client with a history of violent behavior,
- treatment of a client with a history of violence toward the staff, and
- work in the agency at times when or in areas where other staff is not present

Any incident or injury involving the student should be reported to the University as soon as possible.

Harassment

All three programs have policies pertaining to harassment that extend to students in practicum. Harassment is a form of discrimination that violates the policy of all three Universities. The full text of the policies can be viewed at the following Internet addresses:

University of Missouri-St. Louis –

<http://www.umsi.edu/services/academic/policy/sexualharrassment.html>

Saint Louis University – <http://www.slu.edu/x40874.xml>

Washington University in St. Louis –

<http://hr.wustl.edu/policies/Pages/DiscriminatoryHarassment.aspx>

Sharing Sensitive Information

The Offices of Field Education will share all relevant information with appropriate persons including the faculty liaison, the agency field instructor, the student's academic advisor and social work program director for the student. Relevant information is defined as information that may have an impact on the practicum site selection, placement or implementation process and that may affect clients, agency field instructors, staff or the learning experience. Such information will be shared to enable informed choice by field instructors, protect clients, protect students and facilitate the learning process. Agency field instructors are also expected to share relevant information with the Offices of Field Education. The student may be required to sign a release of information form for some types of information.

Site Selection

All three Universities have a structured self-selection model for site selection. In consultation with the Office of Field Education, students are responsible for securing a practicum site. After consulting with the Office of Field Education, students have the responsibility to contact agencies or organizations and participate in a formal interview with the professionals who may serve as field instructors.

The process is similar to applying for a job. Students and field instructor interview each other to assess if the opportunities of the site and the role and skills of field instructor match the educational and professional development requirements of the students.

Students can be expected to share résumés with potential field instructors. In the interview, students should be prepared to discuss their academic and work experiences, strengths and weaknesses, career goals and the practicum learning activities they need in order to accomplish their goals, as well as the learning objectives of the practicum level they are seeking. MSW students with a BSW degree may discuss the breadth and level of practice experience they are seeking, given their previous practicum experience. Field instructors discuss the opportunities for training and supervision available in the setting as well as their expectations of students.

Field instructors should feel free to contact the Office of Field Education to discuss student standing in the program, appropriateness for the setting, learning goals and needs or any other issues that may impact practicum.

Supervision and Evaluation Suggestions

The following guidelines are designed to assist student and field instructor in maximizing the practicum experience. The manner in which these functions are carried out will vary from setting to setting. As many students will not work for the agency in which they complete a practicum, students are most in need of transferable social work skills they can use in a variety of service systems.

1. **Orientation and Introductions** - Formal or informal orientations should include an introduction to:

- Setting – physical facilities, parking, schedule, personnel, dress code, etc.
- Policies and procedures – documentation, service delivery, reimbursement, communications, etc.
- Agency and community resources
- Introductions to staff, volunteers, professionals and support staff

While orientation usually takes place most intensively during the first one or two weeks of placement, some types of orientation can be spread out over the semester, such as sessions on the nature of specific presenting problems, background on pertinent client issues and other programs with which the student is not intimately involved.

2. **Regularly scheduled, private supervisory conferences for one hour per week** – Individual supervision sessions should be carried out as regularly scheduled sessions. Some flexibility to change the time is, at times, necessary; however, it is helpful to have a prearranged time to which the student and field instructor can be held accountable.
3. **Supervision available as needed** – Frequent, unprompted supervision during the initial phases of the field placement is especially critical to the success of the field placement for many students. If the field instructor is not personally available, someone else can be designated to answer questions that must be answered immediately.
4. **Clear supervision and work expectations** – Students, field instructors and agencies benefit from clear supervision and work expectations. While some field instructors expect students to prepare for and bring an agenda to the supervision session, others prefer to structure the time for the student. The expectations for the quality of work vary widely among field instructors as well. Students benefit from very clear expectations that are communicated at the beginning of their practicum and reiterated if and when expectations change.
5. **Immersion into work as early as possible in the placement** – The student should move from reading about the agency and observing others to actually practicing social work as quickly as possible. For example, assigning a piece of a larger assignment that can be completed along with another staff member is a helpful beginning experience for the student.
6. **Exposure to relevant and varied learning experiences** – The learning objectives for a student's practicum, explicated in the Learning Agreement, depend upon the degree sought, concentration and level of practicum. However, all students benefit from both breadth and depth of learning experiences. The Faculty Liaison may also be a helpful resource as to possible practicum learning activities. Students should be engaged in work activities consonant with professional social work and should not be involved in work unrelated to practicum learning objectives. For example, students should not be primarily observing, filing or engaged in other clerical duties that do not require a professional degree and are unrelated to their learning objectives.
7. **Documentation** – The student should be responsible for some recording in official agency records and utilize computers, when possible. The content, style and frequency will vary with each setting. Students benefit from this exposure, as documentation is required in virtually all areas of social work practice.
8. **Feedback** – Evaluative feedback to the student should address positive points and areas in which further growth is needed. Students benefit from immediate, balanced feedback as well as ongoing verbal and written feedback throughout the practicum. Field instructors are encouraged to use a variety of evaluative strategies, which may include (but are not limited to): direct observation, audio/video recording, process recording, third party reports and written materials.
9. **Coordination and evaluation** – The student, field instructor and task instructor (if applicable) should be involved in the learning agreement, site visit and evaluation processes. The student, field instructor and task instructor (if applicable) should maintain a copy of the Learning Agreement and Evaluation for their records. The student should also receive a copy of any other written performance evaluations that may be completed by the agency. Evaluative feedback should be discussed with the student to enable clarification and mutual agreement.

10. **Relevant reading** - Time can be allotted during field placement for reading materials relevant to work in the agency (i.e., activity on an individual case, group/community issues, legislative issues affecting clients, etc.). The field instructor may need to direct the student to very specific sources of material, such as journal articles or literature belonging to other staff.
11. **Community events** - Students are encouraged by faculty to explore the possibility of attending workshops and special events in the community that are in any way related to field placement as part of their practicum. This must be negotiated between the student and the agency and can be included as practicum hours.
12. **Dealing with problematic behavior or performance issues of the student** – Behavior and/or performance problems that interfere with practicum activities occasionally occur with students. If problems arise, field instructors are strongly encouraged to take the following steps:
 - a) Gather and document pertinent information to present to the student concerning the problematic behavior or performance issue that interferes with achieving the learning objectives.
 - b) Present the information to the student as soon as possible.
 - c) Provide the student, if possible, with specific suggested actions or steps that can lead to increased professional performance.
 - d) Allow the student adequate time to attempt to rectify the situation. Provide honest, balanced feedback to the student on the progress of changes.
 - e) Document the continuation of any persisting problems. Indicate, in writing, to the student that the continuation of the behavior or performance issue is problematic. Document the consequences that will result if changes do not occur. Contact the Faculty Liaison/Academic Advisor and send a copy of the documentation.

Students and Field Instructors are encouraged to talk with the Faculty Liaison/Academic Advisor throughout the practicum. As a general rule, the Faculty Liaison/Academic Advisor will not initiate a discussion with the field instructor about a problem a student is facing until the student has first discussed the issue with the field instructor and feels the problem is still unresolved.

Other Policies

Each University has policies related to Academic Integrity, Academic Probation and Dismissal and Grievance and Appeal procedures. For details, please contact the appropriate field education administrator.

University of Missouri-St. Louis School of Social Work

Mission of the School of Social Work

The School of Social Work engages students and faculty in professional education, research and service, advancing knowledge and competence to promote human and societal well-being.

Within a collaborative learning environment, students are prepared as culturally competent, critically thinking leaders committed to social and economic justice and professional values and ethics.

The School's mission and goals are closely linked to those of UM-St. Louis, a land-grant comprehensive research university committed to meeting the diverse needs in the state's largest metropolitan geographical area.

Generalist practice is the basic conceptual approach for the BSW degree and forms the foundation for the MSW degree. Building on a liberal arts background, the social work curriculum develops knowledge and skills to understand complex social issues and the ability to assess and intervene directly and indirectly at the individual, family, group, organizational, community, and/or policy levels. In each phase, students are taught to think critically and analyze and evaluate their social work practice.

With a solid liberal arts and generalist foundation, students undertake advanced practice in the MSW concentration. Concentration level curricula are guided by the systems and strengths perspectives aimed at empowerment and capacity-building of at-risk populations. Students develop advanced knowledge and skills in family practice, gerontology or social work leadership and management. The choice of these particular concentrations was based on several years of background study, which included analyses of (a) the St. Louis region's needs; (b) existing St. Louis area social work programs; (c) advice from field instructors and the School's Advisory Board; (d) a scan of two dozen MSW programs around the nation; (e) an internal scan of UM-St. Louis curricular and faculty strengths; and (f) student interest.

Finally, the School of Social Work's mission is enhanced through significant partnerships and cooperative relationships with area educational institutions, human service organizations, policy makers, citizen action groups, and business organizations. Further, student learning is enriched through the growing use of shared educational resources, and information and distance learning technologies that are generated in collaboration with other public and private social work programs in the metropolitan region and the state.

BSW Program

Program Description

The Social Work program offers courses leading to a bachelor of social work (B.S.W.), a master of social work (M.S.W.), and a minor in social work. The B.S.W. and the M.S.W. programs are fully accredited by the Council on Social Work Education. The programs stress the critical, empirical, and applied aspects of social work, incorporating a liberal arts perspective throughout the curriculum. There is a strong accent on community and agency field work as an integral part of the program. Professional social work education enables students to integrate the knowledge, values, and skills of the profession into competent practice.

Goals of the BSW Program

The goals of the BSW program of the University of Missouri- St. Louis are to:

1. **Prepare students with the professional knowledge, skills, values and ethics for effective social work practice.** Graduates will understand that as professional social workers they must be able to organize and evaluate social work knowledge, practice skills and ethics to effectively intervene at the individual, family, group, organization, and community levels of practice. They understand how differences shape clients' responses to life experiences and are able to use this information to engage clients to bring about change. Students gain knowledge, skills, values and ethics at the generalist level of practice that allow them to engage in effective practice when they graduate.
2. **Prepare students to utilize critical-thinking and capacity-building skills at all levels of social work practice.** Coursework emphasizes the use of critical-thinking skills to evaluate knowledge and approaches to practice. These skills, combined with an understanding of how social systems operate within environments to maintain well-being, enable graduates to engage in capacity building with clients at all levels of practice.
3. **Prepare students to analyze and address dynamic issues and challenges facing diverse populations and to promote social justice and positive social change.** Graduates will understand social problems and issues in a way that enables them to find resources and opportunities for their clients, no matter the level of practice. They will be able to analyze policy and understand how changes in policy affect social services and community resources. Using this information, graduates will support social justice by advocating for positive change in policies and services.
4. **Prepare students to conduct and utilize research to respond effectively to dynamic social contexts, issues and problems found in social work practice.** BSW graduates will use research skills and practice wisdom to evaluate their own practice as well as agency and community programs. This will enable graduates to continuously adjust their practice in response to changing contexts and trends.
5. **Assist and support faculty in the advancement of social work knowledge, teaching and service.** Members of faculty in the School of Social Work have a strong commitment to advancing social work knowledge through research, classroom teaching and community service and share this commitment through their interaction with students. Advancement of social work knowledge is supported through research centers, release time for grant implementation, and expectations when being considered for tenure and promotion that faculty will be active in teaching, research and service.
6. **Develop and participate in collaborative activities with social agencies, communities, organizations, and government that will enhance student learning, enrich faculty research and teaching, and promote human and societal well-being.** Faculty in the School of Social Work understands that collaborative activities with colleagues in agencies, communities and governmental agencies not only in the U.S., but also throughout the world, are essential for student and faculty learning. Faculty members are productive researchers working with agencies and communities to understand social problems and to improve lives and social work practice. Students engage in practical and other collaborative experiences with communities and agencies, and, in doing so, contribute knowledge and skills. The School also supports collaborations with other educational and research institutions. These collaborations allow those involved to make better use of scarce resources and allow the school to contribute to the community in a much broader way than would be possible otherwise.

These goals are consistent with the land-grant public service mission of the University, the BSW feasibility study, and the educational mission statement of CSWE.

Overview of BSW Curriculum

There are two sets of requirements students must meet in order to obtain their BSW degree.

1. General education requirements, University requirements, and College of Arts and Sciences requirements
2. School of Social Work requirements

BSW Core Requirements

Social Work 2000, Social Work and Social Issues

Prerequisites: Sociology 1010 or Psychology 1003 (may be taken with social work 2200 & 2001), but must have completed sociology 1010 & psychology 1003.

Social Work 2001, Social Work and Social Issues Lab

(Must be taken concurrently with Social Work 2200)

Prerequisites: same as for SW 2200.

Social Work 2200, Social Welfare as a Social Institution

Prerequisites: Social Work 2000 or consent of instructor (may be taken with social work 3100)

Social Work 3100, Introduction to Strategies for Social Work Practice

Prerequisites: Social Work 2200/2001, Psychology 1003, and Sociology 1010, or permission of the instructor. (May be taken with social work 2200 & 2001, but must have completed psychology 1003 & sociology 1010)

Social Work 3210, Social Issues and Social Policy Development

Prerequisites: Social Work 2200/2001, Political Science 1100, and Economics 1000 or 1005. (Must complete prerequisites, before taking this course)

Social Work 3410, Research Design in Social Work

Prerequisite: Sociology 3220 and satisfaction of math proficiency. (Students should not take this course concurrently with statistics)

Social Work 3510, Human Behavior in the Social Environment

Prerequisites: Biology 1012 and Psychology/ Sociology 2160, or permission of the instructor.

Social Work 3700, Diversity and Social Justice

Prerequisites: Sociology 1010 or equivalent.

Social Work 4110, Social Work Practice with Individuals, Families, and Groups

Prerequisites: Social Work 3100 and 3510. (must also be admitted to the social work program)

Social Work 4300, Social Work Practice with Organizations and Communities

Prerequisites: Social Work 3400 (may be taken concurrently), senior standing.

Social Work 4350, Social Work Organizations

Prerequisites: Junior Standing.

Social Work 4800, Supervised Field Experience in Social Work I

Prerequisites: Social Work 4110 must be taken concurrently or prior to Social Work 4800. Consent of the instructor is required.

Social Work 4801, Integrative Field Experience Seminar I

Prerequisite: Concurrent enrollment in Social Work 4800. Consent of the instructor is required.

Social Work 4850, Supervised Field Experience in Social Work II

Prerequisites: Social Work 4800, Social Work 4801. Social Work 3300 must be taken concurrently or prior to Social Work 4850. Consent of the instructor is required.

Social Work 4851, Integrative Field Experience Seminar II

Prerequisite: Concurrent enrollment in Social Work 4850. Consent of the instructor is required.

Before students will be accepted into Social Work 4800, they must have been accepted into the social work program, and they must attend a special pre-practicum workshop which meets for two sessions during the preceding semester. This workshop assists students in selection of field placements and helps identify learning objectives for the practicum experience. The workshop is usually scheduled during the early weeks of the preceding fall or winter semester. The dates are announced in social work classes and posted in various locations.

Students who are not enrolled in core social work courses during the semester prior to their planned practicum must inform the social work secretary to ensure that they receive notification.

Two semesters (each consisting of 285 hours) of practicum are required in order to graduate. Under special circumstances and with the approval of the Office of Field Education and agency supervisor, one semester block of 285 hours may be extended and completed in one academic year. Further exceptions will be considered only upon receipt of a physician's letter stating the reasons why the student is unable to fulfill requirements during this time period.

Related Area Requirements

Biology 1010, General Biology or equivalent. Students are encouraged to take one additional Biology course which will fulfill the Natural Sciences and Mathematics requirement.

Economics 1000, Introduction to the American Economy or **Economics 1005**, Family Economic and Household Development

Political Science 1100, Introduction to American Politics

Psychology 1003, General Psychology

Sociology 1010, Introduction to Sociology

Sociology/Psychology 2160, Social Psychology

Sociology 3220, Sociological Statistics (or Psychology 2201 or Criminology 2220)

In addition to the courses listed on the previous page, at least 9 hours must be taken in social work, sociology, psychology, economics, political science, criminology & criminal justice or anthropology

at the 2000 level or above. Social Work courses taken in fulfillment of this requirement will be applied toward the maximum of 50 hours allowed in social work.

Additional Information

1. Students are encouraged to work closely with an advisor to plan their academic program. This will ensure that students move through the university system in a timely manner.
2. A student who begins to experience problems with classes should seek assistance from his or her advisor immediately. Students must have a 2.0 overall grade point average, a 2.5 grade point average in required social work and related area courses, and a satisfactory grade in practica in order to graduate.
3. Each student must contact his/her advisor before applying for the practicum program. This is generally done immediately prior to entering the senior year. After the faculty advisor signs the practicum application form it should be turned into the Office of Field Education (121 Bellerive Hall). The faculty will review each application before final approval is given.
4. A student will not be allowed to enroll in a Practicum if he or she:
 - A. Has any incomplete or delayed grades.
 - B. Has not completed the mathematics proficiency requirement.
 - C. Has fewer than 90 credit hours by the time practicum begins.
 - D. Less than a 2.5 GPA in social work and related area requirements.
1. No student is allowed to enroll in the practicum program without the Office of Field Education consent and participation in the special pre-practicum workshops. In order to register for the class students **must** obtain a special consent form from the Office of Field Education.

Academic credit for life experience and previous work may not be given, in whole or in part, in lieu of the field practicum or of courses in the professional foundation areas.

The “Ideal” Social Work Curriculum

The following is a sample 4-year program which will allow students to complete the program in a timely manner-meeting all of the degree requirements.

Sample Four Year Program**Freshman Year***First Semester*

<u>Course</u>	<u>Hours</u>
Humanities	3.0
Psychology 1003	3.0
Sociology 1010	3.0
Biology 1012	3.0
Math workshop	No credit
if needed,	
English 1100-Freshman	3.0
Composition	

*TOTAL-15 Hours**Second Semester*

<u>Course</u>	<u>Hours</u>
Humanities	3.0
Economics 1000 or 1005	3.0
Human Biology 1102	3.0*
Cultural Diversity	3.0
Elective	3.0

*TOTAL-15 Hours***Sophomore Year***First Semester*

<u>Course</u>	<u>Hours</u>
Soc. Work 2000	3.0
Soc. Work 2001	1.0
Pol. Sci. 1100	3.0
Math 1020 or 1030	3.0
Humanities	3.0
Elective	3.0

*TOTAL-16 Hours**Second Semester*

<u>Course</u>	<u>Hours</u>
Soc. Work 2200	3.0
Psych. 2160	3.0
Soc. Science Elective.*	3.0
Elective	3.0
Science	3.0

TOTAL-15 Hours

Students transferring in with an AA degree should use the following sample two-year program to guide them in selecting courses.

Junior Year*First Semester*

<u>Course</u>	<u>Hours</u>
Soc. Work 3100	3.0
(apply to SW program)	
Soc. Work 3510	3.0
<i>Sociology 3220</i>	3.0
Advanced Expository	3.0
Writing (English 3100)	
Soc. Science Elective	3.0

*TOTAL - 15 Hours**Second Semester*

<u>Course</u>	<u>Hours</u>
Soc. Work 4110	3.0
<i>Soc. Work 3700</i>	3.0
Soc. Work 3210	3.0
<i>Soc. Work 3410</i>	3.0
Soc. Science Elective	3.0

TOTAL-15 Hours

Senior Year*First Semester*

<u>Course</u>	<u>Hours</u>
Soc. Work 4800	4.0
Soc. Work 4801	2.0
Soc. Work 4300	3.0
Soc. Work 4350	3.0
Elective	3.0

*TOTAL - 15 Hours**Second Semester*

<u>Course</u>	<u>Hours</u>
Soc. Work 4850	4.0
Soc. Work 4851	2.0
Elective	3.0
Elective	3.0
Elective	3.0

*TOTAL - 15 Hours***Students need 120 hours to graduate.****Organization of BSW Practicum**

The field practicum is an integral part of the BSW program. It is administered under the auspices of the Co-Director of Field Education.

General goals of the practicum are as follows:

1. To enable students to see first-hand some of the difficulties encountered by human beings as they attempt to negotiate their environment with specific emphasis on populations who are vulnerable or oppressed because of their race/ethnicity, gender, sexual orientation, physical or mental ability, class or age.
2. To give students an opportunity to test their own interests and abilities for working with or on behalf of people as a professional social worker.
3. To help students gain some familiarity with the administrative complexities involved in addressing human problems and a beginning experience in using the network of public and private social welfare services.
4. To familiarize students with the kinds of responsibilities and assignments that are typical in social work settings.
5. To help students understand how social work methods, techniques and strategies may be used, as well as the theoretical base that governs the application of these methods and their limits.
6. To help students develop appropriate techniques and practice skills of their own.
7. To give students the opportunity to observe professionals in action---how they interact with each other and their clients.
8. To acquaint students with the application of social work values and ethics to practice situations.

Students perform 570 hours of practicum (285 hours per semester) in agency sites that provide the opportunity for them to engage in generalist social work practice activities with populations of interest to them. Specific assignments are based on a learning agreement developed between a student and an agency and include core competencies, practice behavior and methods used for evaluation. Although all students must achieve the same core competencies and demonstrate the same practice behaviors. Tasks may vary considerably depending on the site. Students receive four credit hours per semester for the agency practicum experience and two credit hours for the companion seminar courses - SW 4801 and SW 4851.

Topics for the first semester of the practicum seminar focus on direct practice issues. Students are required to keep a journal of their learning in which they are asked to link class work with the practicum experience and engage in self-reflective reporting so that they are learning about themselves in the process of working as professional helpers. Administrative issues such as agency structure, agency

management, advocacy, and program evaluation are topics for the second semester. This allows students to integrate both micro and macro level practice approaches to their field placement.

BSW Competencies

The mission and goals of the BSW program support the following competencies suggested by the Counsel on Social Work Education as the components that comprise effective generalist social work practice. The competencies are underlined. The behaviors that will demonstrate students are able to use the competencies in practice are bulleted under each competency. These behaviors guide the BSW curriculum and are measured in every required course. In the practicum students demonstrate their ability to use the practice behaviors with clients on all levels.

EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

- Students evidence the skills of advocacy by ***advocating for client access to the services of social work***. This is operationalized through students' recognition of the role of social workers as advocates, their ability to identify social movements, key figures/leaders, and major themes in the development of community practice, and apply knowledge of policy advocacy to empower vulnerable populations.
- Students ***practice personal reflection and self-correction to assure continual professional development*** developing an understanding of the self and the use of self in the context of practice at the micro, mezzo, and macro levels.
- Students learn to ***attend to professional roles and boundaries***, developing a sense of professional awareness in working with individuals, families and groups.
- Student ***demonstrate professional demeanor in behavior, appearance, and communication***, while working in communities and in organizations.
- By demonstrating the ability to extrapolate knowledge from the professional literature for ongoing professional development and commitment to the social work profession, the program believes that students will comprehend and internalize the expectation they should ***engage in career-long-learning***.
- The effective ***use of supervision and consultation*** are necessary for continued professionalism and development, and students are expected to understand the function of supervision and utilize it to maximize the quality of their practice.

EP 2.1.2 Apply social work ethical principles to guide professional practice

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards and relevant law. Social workers

- Students become sensitive to their own values and biases and understand the need to adhere to professional standards of practice in work with individuals learning to ***recognize and manage personal values in a way that allows professional values to guide practice***.
- Students are able to describe and ***apply major components and standards of the NASW Code of Ethics*** to ethical decision making in social work practice. They are able to demonstrate an understanding of ethical dilemmas facing social work practitioners and researchers and are able to take decisions based on ethical principles.
- Students will understand the complexities involved in the application of ethical principles to social work practice in real-world situations, ***and applying strategies of ethical reasoning*** they will learn to ***tolerate ambiguity in resolving ethical conflicts*** as they seek to ***arrive at principled decisions***.

EP 2.1.3 Apply critical thinking to inform and communicate professional judgments

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

- Students will gain the skills needed to identify, synthesize, critically assess, and analyze relevant information to inform social practice by *distinguishing, appraising, and integrating multiple sources of knowledge, including research-based knowledge, and practice wisdom.*
- Students will *analyze models of assessment, prevention, intervention, and evaluation* and utilize assessment findings to develop appropriate interventions across all practice levels.
- Students will *demonstrate effective oral and written communication in working with individuals, families, groups and organizations communities and colleagues* through oral presentations and, written assignments in classes and in field.

EP 2.1.4 Engage diversity and difference in practice

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power and acclaim.

- To *recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power*, students will be able to analyze the effects of age, race, gender, social class, culture, ethnicity, religion, sexual orientation, national origin, and physical and mental ability on a individual's life course and the relevant implications for social work practice. They will develop an understanding of how the forces of oppression and inequality work through societal forces, including social policies, to weaken the power of disadvantaged and oppressed people and their access to resources.
- Students will discuss and explore community demographics and resources that may reflect a culture's structure and values and social influences on their own perceptions, developing a self-awareness of their attitudes and values that affect their practice with diverse groups. They will *gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.*
- Students will be able to assess the impact of life-span issues on social and economic opportunities and vice versa, demonstrate an awareness of how intersecting diversity factors affect world-view and life experiences, *and communicate their understanding of the importance of difference in shaping life experiences.*
- Students view their clients as experts about their own life situations and view *themselves as learners and engage those with whom they work as informants.*

EP 2.1.5 Advance human rights and social and economic justice

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- *Understand the forms and mechanisms of oppression and discrimination* by demonstrating an understanding of social and political forms of oppression and discrimination, developing a fundamental understanding of the social histories and current status of diverse groups and the

institutions that influence diverse groups' experiences in the United States and/or contribute to the inequitable distribution of resources.

- Students will increase awareness of social justice issues, develop skills and knowledge that will facilitate effective practice, and become allies to oppressed groups in advocating ***to advance human rights and social and economic justice.***

EP 2.1.6 Engage in research-informed practice and practice-informed research

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

- Students will develop the ability to formulate and investigate research questions to identify risk factors and intervention approaches ***and use practice experience to inform scientific inquiry.***
- Students will become familiar with the process of dissemination of research findings for the development of evidence-based practice models and will ***use research evidence to inform practice.***

EP 2.1.7 Apply knowledge of human behavior and the social environment

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

- Students will gain a basic understanding of major theories of development as well as of social systems theory, the strengths perspective, and a person in environment approach, and will ***utilize such conceptual frameworks to guide the processes of assessment, intervention, and evaluation.***
- Students will critique the range of theories of human development to assess and critically apply the knowledge gained through them to ***understand the person and the environment.*** Utilizing the knowledge acquired through the liberal arts perspective, and the influence of biological, social, cultural, psychological, and spiritual factors, students will understand the relationship of micro, mezzo, and macro variables in human functioning

EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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.

- Students will ***analyze*** major social and welfare policies, discuss how these have changed over time, and be able to ***formulate and advocate for policies that advance social well-being.***
- Students will view themselves and learners and engage those with whom they work as informants, ***collaborating with colleagues and clients for effective policy action*** and practice skills that advance social and economic justice.

EP 2.1.9 Respond to contexts that shape practice

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

- Students will use relevant information and frameworks to critically assess the context of client functioning and funding, ***continuously discovering, appraising, and attending to changing***

locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

- Students will evidence leadership in managing organizations, working in communities, and engaging in policy practice to *promote sustainable changes in service delivery and practice to improve the quality of social services.*

EP 2.1.10(a)–(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances, evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

EP 2.1.10(a)

- Using social work knowledge and with self awareness, students will understand the unique considerations for engagement to *substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.*
- Students will evidence *empathy* and utilize skills of empathic communication, authenticity, active listening and *other interpersonal skills* in relationship building with client systems.
- Working with clients, students will *develop a mutually agreed on focus of work and desired outcomes*

EP 2.1.10(b)

- Students will develop multidimensional assessment skills including the *assessment of strengths and limitations within client* systems.
- Students will work with client systems to identify areas of concern or need to be explored in the social work helping process, *developing a mutually agreed-on focus of work and desired outcomes*
- Students will demonstrate knowledge of the theoretical basis and scope and methods of design in conducting social work research, *collecting, organizing, and interpreting client data* to effectively inform practice.
- Students will work with client systems to identify and *develop mutually agreed-on intervention goals and objectives* and *select appropriate intervention strategies*

EP 2.1.10(c)

- Students will identify needs and *initiate actions to achieve organizational goals*
- Students **will identify appropriate models and/or methods to implement prevention interventions that enhance client capacities**
- Students will be able to implement appropriate intervention strategies that *enhance client capacities to resolve problems* and will allow them to
- *negotiate, mediate, and advocate for clients.*
- Students will be able to demonstrate skills that *facilitate transitions and endings* as they terminate relationships with clients.

EP 2.1.10(d)

- Students will learn the various approaches to *critically analyze, monitor, and evaluate interventions* that can be applied within varying practice settings.

MSW Program

Program Description

The Master of Social Work (MSW) Program in the School of Social Work at University of Missouri-St. Louis is designed to prepare students to be competent professional social work practitioners. Graduates will have the knowledge, skills and values for direct social work practice with individuals, families, or older adults, or the knowledge, skills and values to effectively manage and lead non-profit and public human service agencies. Social justice principles will guide graduates in their practice at all levels of intervention particularly with persons who are oppressed because of their color, ethnicity, gender, age, sexual orientation or physical or mental ability.

The MSW must be completed in four years. Full-time students will be able to complete the program in two years. Part-time students can complete the program in four years.

The MSW program requires 60 hours of graduate coursework. However, a student who has earned a Bachelor of Social Work (BSW) within the past five years or who has taken graduate coursework, comparable to that required for our program, in another social work program or another department at UM – St. Louis or another university may receive credit toward the 60-hour requirement or, by passing a test-out exam, have content waived.

The MSW has two levels of study. In the first year, students complete 30 graduate credit hours of coursework, identified as *foundation* content. In the second year of study, students complete another 30 credit hours of coursework in their *concentrations*.

The three *concentrations* offered in the MSW program at UM-St. Louis are:

- Family Practice
- Social Work Leadership and Management
- Gerontology

Full time students complete practica in their first and second years of study, although students entering with a BSW are exempted from the first-year practicum. Each practicum requires 300 hours or approximately two and one half days per week in an agency for one semester. The MSW program curriculum at UM-St. Louis was developed in accordance with the guidelines outlined in the Educational Policy and Accreditation Standards developed by the Council on Social Work Education.

Goals of the Master of Social Work Program

The goals of the M.S.W. program of the University of Missouri- St. Louis are to:

1. **Prepare professional social workers with the knowledge, skills, values and ethics for effective social work practice.** Students learn to engage in professional behavior, to evaluate that behavior and adjust their behavior to engage in more effective practice. They are educated to intervene – at individual, family, group, organization, community, and policy levels, and using generalist and problem solving perspectives, integrate social work knowledge and skills with an understanding of social issues from local, national, and global perspectives.

2. **Prepare social work students to analyze and address dynamic issues and challenges facing diverse populations and to promote social justice and positive social change.** The School educates graduate level social work students for advanced practice with children, older adults, and families, and for leadership roles in community organizations. Students gain understanding of social problems and social issues, and how to build capacity and provide resources and opportunities, especially to populations affected by poverty, violence, and/or discrimination. Students are prepared to move into leadership positions, where they will promote social change and economic and social justice.
3. **Provide a professional social work education to a diverse body of students, who desire a public university education in social work in St. Louis.** Students are offered flexible educational opportunities, including course schedules and practicum placements that acknowledge their traditional or non-traditional student status. Diversity is embraced, as faculty and staff work with students individually, in groups, and in classes to maximize learning and professional development.
4. **Prepare students to conduct and utilize research to respond effectively to dynamic social contexts, issues and problems found in social work practice.** The promotion of life-long learning – including continuing professional education, on-going assessment of practice skills, critical analysis of economic and social structures and policies, and possible doctoral education – occurs through coursework, faculty mentoring, and continuing education programs offered by the School.
5. **Provide educational opportunities and diverse learning environments in partnership with public and private graduate social work, and related programs.** Students have opportunities to earn certificates in specialized areas, to participate in a university consortium for field education program among all St. Louis social work schools, to engage in special learning experiences (e.g., practicum placements for students interested in aging), to interact with students elsewhere in the state through distance learning, to access the shared library resources of the majority of institutions of higher education in the state, to participate in courses in other departments and institutions, and to participate in scholarly and professional conferences and other learning opportunities.
6. **Contribute to solving local, regional, and global problems and to promoting social change through teaching, research, and service.** The graduate faculty of the School of Social Work has expertise in social work education, research and scientific inquiry, micro and macro practice, and policy development. In their work, they focus on excellence in teaching, productive research agendas, and service to local, national, and international organizations. Furthermore, faculty and staff work closely with colleagues and institutions in St. Louis and elsewhere to maximize their capabilities and impact in teaching, research, and service.

These goals are consistent with the land-grant public service mission of the University, the MSW feasibility study, and the educational mission statement of CSWE.

Overview of MSW Curriculum

Foundation Content

In the first year of graduate study, the curriculum emphasis is on generalist social work practice. Students take courses, which provide a common base of knowledge across all practice settings and populations. Students gain the basic knowledge and skills to intervene with individuals, families, groups, organizations and communities and are able to apply this generalist perspective to advanced social work practice.

Upon completion of these 30 foundation credit hours, students will have the core knowledge, skills, and values of the profession to move into an area of specialization based on their career interests. Students cannot proceed to their concentration choice without having successfully completed most foundation courses. Full-time students will complete the foundation in one year; part-time students will complete the foundation coursework in two years.

It is anticipated that students who successfully complete the foundation courses will have gained and will be able to demonstrate (in observable ways) a measurable degree of achievement of the following underlined competencies. Each competency is followed by ways each will be observed and measured.

Foundation Competencies

EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

- Students evidence the skills of advocacy by ***advocating for client access to the services of social work***. This is operationalized through students' recognition of the role of social workers as advocates, their ability to identify social movements, key figures/leaders, and major themes in the development of community practice, and apply knowledge of policy advocacy to empower vulnerable populations.
- Students ***practice personal reflection and self-correction to assure continual professional development*** developing an understanding of the self and the use of self in the context of practice at the micro, mezzo, and macro levels.
- Students learn to ***attend to professional roles and boundaries***, developing a sense of professional awareness in working with individuals, families and groups.
- Student ***demonstrate professional demeanor in behavior, appearance, and communication***, while working in communities and in organizations.
- By demonstrating the ability to extrapolate knowledge from the professional literature for ongoing professional development and commitment to the social work profession, the program believes that students will comprehend and internalize the expectation they should ***engage in career-long-learning***.
- The effective ***use of supervision and consultation*** are necessary for continued professionalism and development, and students are expected to understand the function of supervision and utilize it to maximize the quality of their practice.

EP 2.1.2 Apply social work ethical principles to guide professional practice

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards and relevant law. Social workers

- Students become sensitive to their own values and biases and understand the need to adhere to professional standards of practice in work with individuals learning to ***recognize and manage personal values in a way that allows professional values to guide practice***.

- Students are able to describe and ***apply major components and standards of the NASW Code of Ethics*** to ethical decision making in social work practice. They are able to demonstrate an understanding of ethical dilemmas facing social work practitioners and researchers and are able to take decisions based on ethical principles.
- Students will understand the complexities involved in the application of ethical principles to social work practice in real-world situations, ***and applying strategies of ethical reasoning*** they will learn to ***tolerate ambiguity in resolving ethical conflicts*** as they seek to ***arrive at principled decisions***.

EP 2.1.3 Apply critical thinking to inform and communicate professional judgments

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

- Students will gain the skills needed to identify, synthesize, critically assess, and analyze relevant information to inform social practice by ***distinguishing, appraising, and integrating multiple sources of knowledge, including research-based knowledge, and practice wisdom***.
- Students will ***analyze models of assessment, prevention, intervention, and evaluation*** and utilize assessment findings to develop appropriate interventions across all practice levels.
- Students will ***demonstrate effective oral and written communication in working with individuals, families, groups and organizations communities and colleagues*** through oral presentations and , written assignments in classes and in field.

EP 2.1.4 Engage diversity and difference in practice

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power and acclaim.

- To ***recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power***, students will be able to analyze the effects of age, race, gender, social class, culture, ethnicity, religion, sexual orientation, national origin, and physical and mental ability on a individual's life course and the relevant implications for social work practice. They will develop an understanding of how the forces of oppression and inequality work through societal forces, including social policies, to weaken the power of disadvantaged and oppressed people and their access to resources.
- Students will discuss and explore community demographics and resources that may reflect a culture's structure and values and social influences on their own perceptions, developing a self-awareness of their attitudes and values that affect their practice with diverse groups. They will ***gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups***.
- Students will be able to assess the impact of life-span issues on social and economic opportunities and vice versa, demonstrate an awareness of how intersecting diversity factors affect world-view and life experiences, ***and communicate their understanding of the importance of difference in shaping life experiences***.
- Students view their clients as experts about their own life situations and view ***themselves as learners and engage those with whom they work as informants***.

EP 2.1.5 Advance human rights and social and economic justice

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

- ***Understand the forms and mechanisms of oppression and discrimination*** by demonstrating an understanding of social and political forms of oppression and discrimination, developing a fundamental understanding of the social histories and current status of diverse groups and the institutions that influence diverse groups' experiences in the United States and/or contribute to the inequitable distribution of resources.
- Students will increase awareness of social justice issues, develop skills and knowledge that will facilitate effective practice, and become allies to oppressed groups in ***advocating to advance human rights and social and economic justice***.

EP 2.1.6 Engage in research-informed practice and practice-informed research

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

- Students will develop the ability to formulate and investigate research questions to identify risk factors and intervention approaches ***and use practice experience to inform scientific inquiry***.
- Students will become familiar with the process of dissemination of research findings for the development of evidence-based practice models and will ***use research evidence to inform practice***.

EP 2.1.7 Apply knowledge of human behavior and the social environment

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

- Students will gain a basic understanding of major theories of development as well as of social systems theory, the strengths perspective, and a person in environment approach, and will ***utilize such conceptual frameworks to guide the processes of assessment, intervention, and evaluation***.
- Students will critique the range of theories of human development to assess and critically apply the knowledge gained through them to ***understand the person and the environment***. Utilizing the knowledge acquired through the liberal arts perspective, and the influence of biological, social, cultural, psychological, and spiritual factors, students will understand the relationship of micro, mezzo, and macro variables in human functioning

EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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.

- Students will ***analyze*** major social and welfare policies, discuss how these have changed over time, and be able to ***formulate and advocate for policies that advance social well-being***.
- Students will view themselves and learners and engage those with whom they work as informants, ***collaborating with colleagues and clients for effective policy action*** and practice skills that advance social and economic justice.

EP 2.1.9 Respond to contexts that shape practice

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

- Students will use relevant information and frameworks to critically assess the context of client functioning and funding, *continuously discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.*
- Students will evidence leadership in managing organizations, working in communities, and engaging in policy practice to ***promote sustainable changes in service delivery and practice to improve the quality of social services.***

EP 2.1.10(a)–(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances, evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

EP 2.1.10(a)

- Using social work knowledge and with self awareness, students will understand the unique considerations for engagement to ***substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.***
- Students will evidence ***empathy*** and utilize skills of empathic communication, authenticity, active listening and ***other interpersonal skills*** in relationship building with client systems.
- Working with clients, students will ***develop a mutually agreed on focus of work and desired outcomes***

EP 2.1.10(b)

- Students will develop multidimensional assessment skills including the ***assessment of strengths and limitations within client*** systems.
- Students will work with client systems to identify areas of concern or need to be explored in the social work helping process, ***developing a mutually agreed-on focus of work and desired outcomes***
- Students will demonstrate knowledge of the theoretical basis and scope and methods of design in conducting social work research, ***collecting, organizing, and interpreting client data*** to effectively inform practice.
- Students will work with client systems to identify and ***develop mutually agreed-on intervention goals and objectives*** and ***select appropriate intervention strategies***

EP 2.1.10(c)

- Students will identify needs and ***initiate actions to achieve organizational goals***
- Students ***will identify appropriate models and/or methods to implement prevention interventions that enhance client capacities***
- Students will be able to implement appropriate intervention strategies that ***enhance client capacities to resolve problems*** and will allow them to

- *negotiate, mediate, and advocate for clients.*
- Students will be able to demonstrate skills that *facilitate transitions and endings* as they terminate relationships with clients.

EP 2.1.10(d)

- Students will learn the various approaches to *critically analyze, monitor, and evaluate interventions* that can be applied within varying practice settings.

Concentration Options

At the time that students complete the Admissions packet they are asked to identify their career interests as they apply to the three concentrations offered in the MSW program. Each concentration requires completion of 30 hours of coursework, including 6 hours of advanced field practicum.

Family Practice Concentration

Students wishing to work primarily with individuals and families will elect the Family Practice Concentration. Upon graduation, the new MSW will have the knowledge and skills to work in child welfare agencies, family service agencies, mental health clinics, health-care organizations, family violence service agencies, substance abuse prevention and treatment programs or correctional organizations.

The following tables summarize the Family Practice concentration curriculum for full-time and part-time students. Three to six hours may be taken in the summer.

Family Practice Concentration Full-Time Students	
Year 1	Year 2
<i>Fall</i> (15 credit hours) <ul style="list-style-type: none"> • SW 5700 Diversity and Social Justice (3) • SW 5500 Foundations of Human Behavior in the Social Environment (3) • SW 5350 Social Work & Human Service Organizations (3) • SW 5100 Generalist Social Work Practice(3) • SW 5300 Community Practice and Social Change (3) 	<i>Fall</i> (15 credit hours) <ul style="list-style-type: none"> • SW 6160 Advanced Practice Strategies Across the Life Span (3) • SW 6200 Family Policy (3) • SW 6800 Graduate Field Practicum II (3) 300 hours/22 hrs/week: 3 days • SW 5450 Research Methods & Analysis II (3) • Elective (3)
<i>Winter</i> (15 credit hours) <ul style="list-style-type: none"> • SW 5410 Research Methods & Analysis I (3) • SW 5200 Social Policy and Social Services (3) • SW 5801 Graduate Field Practicum Seminar (2) • SW 5800 Graduate Field Practicum I (4) • Elective (3) 	<i>Winter</i> (15 credit hours) <ul style="list-style-type: none"> • SW 6150 Theory and Practice with Families (3) • SW 6400 Practice and Program Evaluation (3) • SW 6850 Graduate Field Practicum III (3) 300 hours/22/wk: 3 days • Elective (6)

Family Practice Concentration Part-Time Students			
Year 1	Year 2	Year 3	Year 4
<i>Fall</i> (6 credit hours) <ul style="list-style-type: none"> SW 5500 Social Work & Human Service Organizations (3) SW 5100 Generalist Social Work Practice (3) 	<i>Fall</i> (6 credit hours) <ul style="list-style-type: none"> SW 5350 Foundations of Human Behavior in the Social Environment (3) SW 5300 Community Practice & Social Change (3) 	<i>Fall</i> (6 credit hours) <ul style="list-style-type: none"> SW 6160 Advanced Practice Strategies Across the Life Span (3) Elective(3) 	<i>Fall</i> (6 credit hours) <ul style="list-style-type: none"> SW 6800 Graduate Field Practicum II (3) Elective (3)
<i>Winter</i> (9 credit hours) <ul style="list-style-type: none"> SW 5200 Social Policy and Social Services (3) SW 5700 Diversity and Social Justice (3) SW 5410 Research Methods & Analysis I (3) 	<i>Winter</i> (9 credit hours) <ul style="list-style-type: none"> SW 5450 Research Methods & Analysis II (3) SW 5801 Graduate Field Practicum Seminar (2) SW 5800 Graduate Field Practicum I (4) 	<i>Winter</i> (9 credit hours) <ul style="list-style-type: none"> SW 6200 Family Policy (3) Elective (3) SW 6150 Theory and Practice with Families (3) 	<i>Winter</i> (9 credit hours) <ul style="list-style-type: none"> SW 6400 Practice and Program Evaluation (3) SW 6850 Graduate Field Practicum III (3) Elective (3)

The Family Practice concentration competencies, which are operationalized below, were developed after consideration of the knowledge, skills, and values that faculty believe are needed to be effective MSW family practitioners.

COMPETENCY 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Advanced family practice social workers recognize the importance of professional use of self in relationships, the person-in-environment and strengths perspectives, and adherence to ethical guidelines and social work values.

COMPETENCY 2.1.2 Apply social work ethical principles to guide professional practice

Advanced family practice social workers are knowledgeable about ethical issues, legal issues and shifting mores that affect their relationships with clients.

COMPETENCY 2.1.3 Apply critical thinking to inform and communicate professional judgments

Advanced family practice social workers understand and differentiate among multiple theories and practice methods. They are able to evaluate how theories and methods relate to clients and client systems within their environmental context. They regularly reflect on their own assumptions and how those affect practice.

COMPETENCY 2.1.4 Engage diversity and difference in practice

Advanced family practice social workers are knowledgeable about many forms of diversity and difference and how these affect professional relationships and client's presenting problems. Advanced practitioners understand how dimensions of diversity affect (a) explanations of illness, (b) help-seeking behaviors, and (c) healing practices. They understand how clinical practice can be culture bound.

COMPETENCY 2.1.5 Advance human rights and social and economic justice

Advanced family practice social workers understand how economic, social and cultural factors challenge clients and client systems. They understand the stigma and shame that face many clients who seek help. They also understand strategies for advancing human rights and social and economic justice in many contexts.

COMPETENCY 2.1.6 Engage in research-informed practice and practice-informed research

Advanced family practice social workers are knowledgeable about evidence-based practice interventions, best practices and the evidence-based research process.

COMPETENCY 2.1.7 Apply knowledge of human behavior and the social environment

Advanced family practice social workers understand how to differentially apply theories of human behavior and the social environment. They are familiar with diagnostic classification systems used in a comprehensive assessment. They understand how sociocultural contexts influence diagnoses and practice interventions.

COMPETENCY 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Advanced family practice social workers understand the connection between clients, practice and both public and organizational policy. They understand how legislation, policies, and program services are developed and funded and are able to advocate for effective policies that promote social well-being.

COMPETENCY 2.1.9 Respond to the contexts that shape practice

Advanced family practice social workers are knowledgeable about how relational, organizational, and community systems may affect clients. They anticipate and react to evolving cultural, technological, geographical, political, legal, economic and environmental contexts.

COMPETENCY 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities

Advanced family practice involves the dynamic, interactive and reciprocal processes of engagement, multidimensional assessment, intervention and practice evaluation at multiple levels. Advanced practitioners have a theoretically informed knowledge base that allows them to practice effectively with individuals, families and groups.

Students interested in developing expertise in working with women may elect to pursue the Graduate Certificate in Women's Studies offered at UM-St. Louis in addition to their social work concentration. Students wishing to work with older adults--either in direct practice or in an administrative capacity may elect to pursue the Graduate Certificate in Gerontology, although the Gerontology Concentration is usually more appropriate, and students interested in agency leadership roles should consider taking courses in the Non-profit Leadership and Management program.

Social Work Leadership & Management Concentration

Students wishing to work in human service agencies and organizations as program planners, policy-makers, supervisors, administrators, or community development specialists may elect the Social Work Leadership and Management concentration.

The following tables summarize the Social Work Leadership and Management concentration for full- and part-time students. Three to six hours may be taken in the summer.

Social Work Leadership and Management Concentration Full-Time Students	
Year 1	Year 2
<i>Fall</i> (15 credit hours) <ul style="list-style-type: none"> SW 5700 Diversity and Social Justice (3) SW 5500 Foundations of Human Behavior in the Social Environment(3) SW 5100 Generalist Social Work Practice(3) SW 5350 Social Work and Human Service Organizations (3) SW 5300 Community Practice & Social Change (3) 	<i>Fall</i> (15 credit hours) <ul style="list-style-type: none"> SW 5450 Research Methods & Analysis II (3) SW 4940 Leadership and Management in Non-Profit Organizations (3) SW 6250 Social and Economic Development Policy (3) SW 6800 Graduate Field Practicum II (3) 300 hours/22 hrs/week: 3 days Elective (3)
<i>Winter</i> (15 credit hours) <ul style="list-style-type: none"> SW 5200 Social Policy and Social Services (3) SW 5410 Research Methods & Analysis I (3) SW 5801 Graduate Field Practicum Seminar (2) SW 5800 Graduate Field Practicum I (4) Elective (3) 	<i>Winter</i> (15 credit hours) <ul style="list-style-type: none"> SW 4911, 4912, 4913 (A,B,C) Management Issues in Non-Profit Organizations (1 credit each= 3 credit hours) SW 6400 Practice and Program Evaluation (3) SW 6850 Graduate Field Practicum III (3) 300 hours/22hr/wk: 3 days Elective (6)

Social Work Leadership and Management Concentration Part-Time Students			
Year 1	Year 2	Year 3	Year 4
<i>Fall</i> (9 credit hours) <ul style="list-style-type: none"> SW 5700 Diversity and Social Justice (3) SW 5100 Generalist Social work Practice (3) SW 5300 Community Practice & Social Change (3) 	<i>Fall</i> (6 credit hours) <ul style="list-style-type: none"> SW 5500 Foundations of Human Behavior in the Social Environment (3) SW 5350 Social Work and Human Service Organizations (3) 	<i>Fall</i> (6 credit hours) <ul style="list-style-type: none"> SW 6250 Social and Economic Development Policy (3) Elective (3) 	<i>Fall</i> (9 credit hours) <ul style="list-style-type: none"> SW 6800 Graduate Field Practicum II (3) SW 4940 Leadership & Management in Non-Profit Organizations (3) Elective (3)
<i>Winter</i> (6 credit hours) <ul style="list-style-type: none"> SW 5200 Social Policy and Social Services (3) SW 5410 Research 	<i>Winter</i> (9 credit hours) <ul style="list-style-type: none"> SW 5450 Research Methods & Analysis II (3) SW 5801 Graduate 	<i>Winter</i> (6 credit hours) <ul style="list-style-type: none"> SW 4911, 4912,4913 Management Issues in Non-Profit Organizations (3) 	<i>Winter</i> (9 credit hours) <ul style="list-style-type: none"> SW 6400 Practice and Program Evaluation (3) SW 6850 Graduate

Methods & Analysis I (3)	Field Practicum Seminar (2) • SW 5800 Graduate Field Practicum I(4)	• Elective (3)	Field Practicum III (3) • Elective (3)
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MSW students pursuing this concentration have the opportunity to complete the Graduate Certificate in Non-profit Management and Leadership, which is an 18 credit hour program. In addition, students may also consider a joint MSW/MPPA (Master's in Policy Administration) degree.

The core competencies that students in the Leadership and Management concentration are expected to achieve are listed below.

COMPETENCY 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Social workers in Advanced Practice in Leadership and Management recognize the importance of professional conduct and of person/professional development for organizational and community practice.

COMPETENCY 2.1.2 Apply social work ethical principles to guide professional practice

Social workers in Advanced Practice in Leadership and Management ascribe to the values and ethics advanced by NASW and CSWE for professional conduct and, thus, engage in ethical decision-making in working with communities and organizations. They understand the use of the IFSW/IASSW Ethics in Social Work, Statement of Principles for arriving at principled decisions concerning social justice and human rights. They also understand that work within complex systems can generate conflicting priorities and ambiguities that require professional value-based judgments.

COMPETENCY 2.1.3 Apply critical thinking to inform and communicate professional judgments

Social workers in Advanced Practice in Leadership and Management approach community and organizational problem-solving using logical, scientific and reasoned frameworks for analysis and synthesis toward intervention.

COMPETENCY 2.1.4 Engage diversity and difference in practice

Social workers in Advanced Practice in Leadership and Management recognize diversity, including age, race, class, color, culture, disability, ethnicity, gender, gender identity, religion, political ideology, immigration status, sex and sexual orientation; and how these differences can influence oppression, poverty, marginalization, and alienation, as well as privilege and power in communities and organizations.

COMPETENCY 2.1.5 Advance human rights and social and economic justice

Social workers in Advanced Practice in Leadership and Management are knowledgeable about the interconnections between oppression and theories/strategies to promote social justice and human rights. They adhere to the principles of human rights advanced through national constitutional laws and through international declarations of human rights, including the seven declarations and conventions listed in the IFSW/IASSW Ethics in Social Work, Statement of Principles.

COMPETENCY 2.1.6 Engage in research-informed practice and practice-informed research

Social workers in Advanced Practice in Leadership and Management utilize quantitative and qualitative research to understand the nature of communities and organizations and the best practices to improve well-being in these macro systems. They integrate members of communities and organizations in the process and outcome evaluations of macro system interventions.

COMPETENCY 2.1.7 Apply knowledge of human behavior and the social environment

Social workers in Advanced Practice in Leadership and Management recognize the central importance of human relationships, including the interconnection between people and place, between people and micro and macro social systems. They also appreciate the unique contributions of cultural, environmental, urban, and rural contexts to organizations and communities

COMPETENCY 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Social workers in Advanced Practice in Leadership and Management recognize that social work is a non-partisan political profession, and that political processes and policies affect the social, economic and environmental wellbeing of individuals, families, communities and organization, as well as social work practice

COMPETENCY 2.1.9 Respond to contexts that shape practice

Social workers in Advanced Practice in Leadership and Management recognize and respond to the changing landscape of public, nonprofit, and for-profit organizations that comprise the social service sector, as well as to the social, economic, political, and environmental contexts that shape these organizations and community life.

COMPETENCY 2.1.10(a)–(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Social workers in Advanced Practice in Leadership and Management engage, assess, intervene, and evaluate with organizations and communities and their constituencies. They understand participatory methods and the importance of the worth and dignity of persons in all engagement, assessment, intervention, and evaluation efforts. Develop mutually agreed-on focus of work and desired outcomes.

Gerontology

Students wishing to work with older adults—either in direct practice or in an administrative capacity—will elect the Gerontology concentration.

MSW students can focus their attention on developing direct practice skills to work with the older adults and their families as professional case managers or develop administrative skills, allowing them to work as administrators of long-term care facilities, adult day care centers, respite programs, area agencies on aging, the Division of Health & Senior Services, and others.

The following tables summarize the Gerontology Concentration Curriculum for full-time and part-time students. Three to six hours may be taken in the summer.

Gerontology Concentration	
Full-time Students	
Year 1	Year 2
<p><i>Fall</i> (15 credit hours)</p> <ul style="list-style-type: none"> • SW 5700 Diversity and Social Justice (3) • SW 5500 Foundations of Human Behavior in the Social Environment (3) • SW 5350 Social Work & Human Service Organizations (3) • SW 5100 Generalist Social Work Practice (3) • SW 5300 Community Practice & Social Change (3) 	<p><i>Fall</i> (15 credit hours)</p> <ul style="list-style-type: none"> • SW 6443 Health Care Policy (3) • SW 6150 Theory & Practice with Families (3) • SW 5450 Research Methods & Analysis II (3) • SW 6800 Graduate Field Practicum II (3) 300 hours/22 hrs/week: 3 days • Elective (3)

<p>Winter (15 credit hours)</p> <ul style="list-style-type: none"> • SW 5200 Social Policy and Social Services (3) • SW 5410 Research Methods & Analysis I (3) • SW 5801 Graduate Field Practicum Seminar (2) • SW 5800 Graduate Field Practicum I (4) • Elective (3) 	<p>Winter (15 credit hours)</p> <ul style="list-style-type: none"> • SW5620 Theory and Practice with the Older Adults (3) • SW6400 Program & Practice Evaluation (3) • SW6850 Graduate Field Practicum III (3) 300 hours/22 hr/week: 3 days • Elective (6)
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Gerontology Concentration Part-Time Students			
Year 1	Year 2	Year 3	Year 4
<p>Fall (6 credit hours)</p> <ul style="list-style-type: none"> • SW 5100 Generalist Social Work Practice (3) • SW 5700 Diversity and Social Justice (3) 	<p>Fall (6 credit hours)</p> <ul style="list-style-type: none"> • SW 5300 Community Practice & Social Change (3) • SW 5500 Foundations of Human Behavior in the Social Environment (3) 	<p>Fall (9 credit hours)</p> <ul style="list-style-type: none"> • SW 6150 Theory and Practice with Families (3) • SW 6443 Health Care Policy (3) • Elective (3) 	<p>Fall (6 credit hours)</p> <ul style="list-style-type: none"> • SW 6800 Graduate Field Practicum II, 300 hours/22 hrs/week= 3 days (3) • Elective (3)
<p>Winter (9 credit hours)</p> <ul style="list-style-type: none"> • SW 5200 Social Policy & Social Services (3) • SW 5410 Research Method I (3) • SW 5350 Social Work & Human Service Organizations (3) 	<p>Winter (9 credit hours)</p> <ul style="list-style-type: none"> • SW 5450 Research Methods & Analysis II (3) • SW 5801 Graduate Field Practicum Seminar (2) • SW 5800 Graduate Field Practicum I (4) 	<p>Winter (6 credit hours)</p> <ul style="list-style-type: none"> • Elective (3) • SW 5620 Theory and Practice with Older Adults (3) 	<p>Winter (9 credit hours)</p> <ul style="list-style-type: none"> • SW 6400 Practice and Program Evaluation (3) • SW 6850 Graduate Field Practicum III, 300 hours/22 hrs/week = 3 days (3) • Elective (3)

Each of the core competencies for Gerontology is operationalized through the following practice behaviors. These are described in the section below along with where and how we measure student competency in the curriculum.

COMPETENCY 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Gerontological social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Gerontological social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Gerontological social workers address personal biases regarding aging, and they work to dispel myths surrounding aging.

COMPETENCY 2.1.2 Apply social work ethical principles to guide professional practice

Gerontological social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Gerontological social workers are knowledgeable about the value base of the profession, its ethical standards and relevant law.

COMPETENCY 2.1.3 Apply critical thinking to inform and communicate professional judgments

Gerontological social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information including the application of concepts and theories of aging.

COMPETENCY 2.1.4 Engage diversity and difference in practice

Gerontological social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Gerontological social workers appreciate that as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power and acclaim.

COMPETENCY 2.1.5 Advance human rights and social and economic justice

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Gerontological social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Gerontological social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

COMPETENCY 2.1.6 Engage in research-informed practice and practice-informed research

Gerontological social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Gerontological social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

COMPETENCY 2.1.7 Apply knowledge of human behavior and the social environment

Gerontological social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Gerontological social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

COMPETENCY 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Gerontological social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Gerontological social workers know 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. Gerontological social workers are able to apply the skills of advocacy to mold policies that are responsive to the needs of older people.

COMPETENCY 2.1.9 Respond to the contexts that shape practice

Gerontological social workers are informed, resourceful, and proactive in responding to evolving

organizational, community, and societal contexts at all levels of practice. Gerontological social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

COMPETENCY 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Gerontological social workers have the knowledge and skills to practice with older individuals, their families, groups, organizations and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances, evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Students wishing to work with older adults -- either in direct practice or in an administrative capacity may also elect to pursue the Graduate Certificate in Gerontology. Students interested primarily in administering programs for older adults are encouraged to pursue a Graduate Certificate in Nonprofit Management and Leadership.

Organization of MSW Practicum Experience

The field practicum is an integral part of both the foundation and concentration curriculum of the MSW program. The practicum provides students the opportunity to transfer the theories and practice skills they learn in the classroom and apply them to the practicum experience. Students are offered social work experiences at increasing levels of complexity as they move through the practicum course sequence.

Some general field placement goals include:

- integrating social work theory and practice
- deepening understanding of social work principles, concepts, and values
- refinement of social work practice skills
- increasing self-awareness
- learning to use supervision and feedback constructively
- developing an understanding of agency functioning and organizational dynamics
- beginning the professional socialization process by observing and interacting with social work professionals
- learning to perform a social work role in a human service agency
- expanding understanding of how social policy applies to specific practice situations and target populations
- increasing knowledge of the social service delivery system
- refining oral and written communication skills
- providing opportunities to work with diverse populations
- acquainting students with research and evaluation methodology
- identifying areas of interest and areas for professional development

The foundation practicum (**SW 5800 Graduate Field Practicum I**) is designed to provide students with a generalist social work practice experience. This is a 300 clock hour practicum, which requires two and one half days per week of work during one semester. Typically, full-time students will take this course in the winter semester of the first year and part-time students will take this course in the winter term of their second year. In exceptional situations part-time students, with the approval of their advisor, may be granted the option of completing the foundation field experience over two semesters, beginning in the winter semester, and extending into the following summer. (Students who wish to pursue this option should meet with their academic advisor to make the appropriate arrangements. Students must work a

minimum of 12 hour per week at the practicum site). Students receive four graduate credits for successful completion of the foundation field practicum. Students choose their foundation practicum from among agencies that have agreed to provide this generalist experience to MSW students. **Students must have completed, or be concurrently enrolled in, all foundation courses (with the exception of SW5450) and have a GPA of 3.0 or better to register for the foundation field experience. Students on academic probation will not be permitted to begin Graduate Field Practicum I.**

In addition to taking the foundation field practicum, students take a 2-credit practicum seminar course (**SW 5801 Graduate Field Practicum Seminar**) designed to examine the ethical and practice issues of the student placement. This course is taken concurrently with the foundation practicum. This course meets bi-weekly for two hours.

The advanced concentration field practica (**SW 6800: Graduate Field Practicum II and SW 6850: Graduate Field Practicum III**) are selected by students to complement their career objectives. **Before entering advanced field practica students must have: a) completed all foundation courses and; b) completed or be concurrently enrolled in, at least one advanced practice course (SW4940, SW4911-12-13, SW6120, SW6250, SW6150 or SW6160); c) a GPA of 3.0 or better. Students on academic probation will not be permitted to begin Graduate Field Practicum II or III.** Students choose their concentration practica from among agencies that have agreed to provide these specialized experiences to MSW students. These practica reflect the student's choice of one of three possible concentrations:

- Family Practice
- Social Work Leadership & Management
- Gerontology

Students work at the practicum site three full days per week for two semesters. Full-time students will typically complete their advanced field practica in the fall and winter terms of their second year, part-time students will typically complete these practica in the fourth year of their studies. By working three days per week in an agency for two semesters, students will have accrued 600 clock hours in practicum. (In situations where working three days per week at the practicum site is not feasible, students may extend the practicum experience into the following semester. Students should meet with their academic advisor to arrange this. **The entire concentration field experience must be completed in one year.**) Typically, students complete both advanced practica at the same agency. They are given 6 graduate hours for completing the two semesters of practicum: 3 hours per semester.

Block placements (completing both practica in one semester) **are allowed only in exceptional situations.** Students considering block placements should first speak with their advisor about their intentions. With the advisor's verbal permission, the student should make his/her request in writing to the Office of Field Education. The student should outline the reasons for requesting the placement option. Permission to take a block field placement will only be granted in situations where it is determined by both the student's advisor and the Co-Director of Field Education that such an arrangement is in the student's educational best interest.

Students are expected to select a site for the concentration practicum that differs from the foundation practicum. This is to ensure that students have exposure to a variety of learning experiences. **Students may request an exception to this policy by submitting a proposal in writing to his/her advisor describing the rationale for remaining at the same site and explaining how the concentration experience will differ from the foundation experience.** A student's request to remain at the same site will be reviewed by the advisor, as well as by the Office of Field Education, and approval will be granted only in exceptional circumstances. This proposal must be submitted the semester prior to enrollment in the concentration practica (SW6800 & SW6850).

Students complete a total of 900 hours in practicum, 300 in foundation and 600 in advanced practicum.

Students and departmental faculty use the practice-theory, policy and specialized research courses within their concentrations to discuss and review practicum issues to ensure integration of classroom content during the advanced practicum experience. For example, the practice-theory course of each concentration draws on examples from student practica to illustrate the concepts and skills taught in the course. Similarly, the policy courses use current issues that surface within the agencies to highlight the development, implementation and consequences of policies that affect clients. In the concentration-year research course, each student is expected to develop and implement a research study within her/his practicum setting. This experience integrates the content from the first-year research courses into the reality of agency-based research and program evaluation. All graduate students in practicum must have an MSW supervisor with two years of post-masters experience. All students must have passing grades in the field placements to graduate. Students who lack either the intellectual or emotional aptitude for professional practice, or who violate the code of Ethics of the National Association of Social Workers in field practica, will be reviewed for possible dismissal from the program.

SW5800/6800/6850 Graduate Field Practicum Student Learning Agreement

All students must have a completed and fully signed learning agreement within two-four weeks after beginning the practicum. The learning agreement guides the practicum learning experience and serves as an evaluation tool. For Graduate Field Practicum I (SW 5800), the core competencies and practice behaviors (as outlined in the Overview of MSW Curriculum Section) relate to generalist social work practice. **For Graduate Field Practicum II and III, the competencies and corresponding practice behaviors are related to the area of concentration.** Students who are planning to remain at the same site for both SW6800 and SW 6850 need to only complete one learning agreement for the two-semester period. All practice behaviors must be demonstrated and competencies measured prior to the end of the second semester.

Once a practicum site is agreed upon between the agency and student, the student should:

- complete the learning agreement with the supervisor listing activities that will enable the student to demonstrate specified practice behaviors and outlining methods for evaluating the student's level of achievement for each of the competencies listed on the agreement;
- consult the faculty liaison for approval; and
- submit the document to the Office of Field Education

Copies will be distributed to the students, faculty liaison and the agency field instructor. The Office of Field Education will retain the original.

Administration of Practicum

Responsibilities of the Field Education Office

The Co-Directors of Field Education are responsible for the administration of the field practicum for BSW and MSW students. Their duties include:

- Identifying prospective practicum opportunities that meet the needs of BSW and MSW foundation and/or concentration students
- Identifying prospective practicum instructors within health and human service agencies in the metropolitan St. Louis area who are qualified to provide supervision of students.

- Providing orientation and on-going professional development in practicum-related issues to agency instructors. Orientation sessions for new instructors, practicum instructor meetings, and professional workshop are held each year.
- Evaluating agency instructors using formal student feedback instruments as well as site evaluations by the Co-Directors of Field Education. In instances in which problems of supervision are found, the Co-Directors of Field Education will document the problems and steps taken to remedy the problem. If problems cannot be resolved, the instructor and/or agency will be removed from the approved list of practicum agencies and/or field instructors.
- Helping students secure a practicum experience by providing orientation meetings, organizing an annual practicum fair, and providing individual advising sessions.
- Mediating problems between students and their practicum agencies, as necessary.

Practicum Site Selection Criteria

The Co-Directors of Field Education are responsible for negotiating practicum-site agreements with agencies that meet the following criteria:

- A clearly enunciated agency mission and purpose that is compatible with the philosophy and purpose of social work.
- Agency functioning that is consistent with the NASW Code of Ethics.
- Identification of agency staff who meet the requirements for practicum supervision of students and who are willing to serve in this capacity.
- Provision of learning opportunities that meet the educational competencies of the foundation and/or concentration curriculum.
- Provision of staff time for planning student learning experiences, instruction, and evaluation of students.
- Facilitate research activities by students designed to evaluate professional practice.
- Administrative stability and staffing that assures continuity of instruction for students.
- Physical facilities that permit students adequate space for activities related to practicum objectives.

A complete list of approved sites is available from the Office of Field Education.

Practicum Instructor Qualifications

The qualifications for instructors supervising students at the University of Missouri-St. Louis include:

- Possession of the BSW degree (for BSW students) or MSW degree (for BSW or MSW students).
- A minimum of three years of post-degree experience (for a BSW supervising a BSW student) or post-master's social work practice for a minimum of two years (for an MSW supervising a BSW or MSW student).
- Demonstrated competency in the field of practice being used for the practicum.
- Interest in mentoring and supervising students and a willingness to make reasonable adjustments to his/her schedule to meet the learning needs of students.
- Completion of an 18 hour field instructor certification program.

Previous practicum instruction or supervisory experience is preferred.

In some cases students are approved to receive task supervision from a person with a degree in a field related to social work such as counseling. This would occur in situations, for example, where the student may be assigned part time to two programs, sites or units within the agency, with the student's MSW/BSW instructor assigned to only one of them. The student may be assigned a task supervisor within the other site or unit who is available to provide hands on supervision and respond to questions

from the student. In such cases, the student still meets weekly with his/her MSW/BSW supervisor, and that supervisor is ultimately responsible for that student's placement.

Evaluation of Students in Practicum

The learning agreement is the mechanism by which the students, their supervisors and the faculty monitor and assess students' progress in the field. It clearly specifies core competencies, practice behaviors, activities that the student will engage in to demonstrate those practice behaviors and methods for evaluation. The learning agreement is completed by the student and field instructor and must be approved by the Office of Field Education. For MSW students who are completing their concentration field experience, the students' faculty advisors must also approve the agreements. Field instructors are encouraged to review learning agreements with their students during regular supervisory sessions. In addition, the faculty liaison meets with each student and their field instructor at least once during the semester. The faculty liaison reviews the learning agreement during this visit to assess progress towards completion of outlined tasks. If the learning agreement needs changing or modification, the faculty liaison will document and approve the changes.

Regarding evaluation and grading, the following process will occur:

- Upon approval of the Student Learning Agreement by the Office of Field Education, each agency supervisor will receive a packet of information by e-mail that will contain three forms; the signed Learning Agreement; a mid semester evaluation form; and a final evaluation form. These forms should be kept on file.
- Agency field instructors should meet with students weekly to provide ongoing feedback to the student about his/her progress. Periodic review of the student's learning agreement to assess progress towards mastering the competencies is recommended.
- At least once during the semester (more often if necessary), the student's faculty liaison will meet with the supervisor and the student to assess the student's progress and address any concerns raised by any party involved.
- At the mid-term point or when the student has completed approximately half of his/her field hours, the agency field instructor completes the mid-term evaluation form. The mid-term evaluation should be reviewed with the student and returned to the Office of Field Education.
- At the end of the semester, the agency field instructor completes and reviews with the student the final evaluation form. This form should be mailed this form to the Office of Field Education by the date listed on the instructions received in the mail.

The student grade, assigned by the student's faculty liaison, is based on the agency field instructor's written mid-term and final evaluation of the student, and the on-site conference between the agency supervisor and the faculty liaison. Students will receive a grade of S (Satisfactory) or U (Unsatisfactory).

Policy for Practicum Placement in Agency in Which Student Works as an Employee

Students who wish to explore the possibility of using their place of paid employment as a field practicum assignment must submit their written request in writing using the appropriate form entitled "Application to Use Agency of Current Employment as Practicum Site" to their faculty advisor. This form must be completed the semester prior to the placement. Individual requests will be carefully reviewed using these five standards:

1. The agency must be approved as a field placement site based on the criteria established by the School of Social Work at UM-St. Louis. If the agency has not been previously utilized as a field placement, the agency will be reviewed as would any other potential setting.
2. The student must list all the positions he/she has held in the agency, including a description of employment responsibilities, schedule of work hours, and name of supervisor(s).

3. The student must be assigned --as his/her practicum—to a social work department, unit or program that differs from all prior or current employment units. This is to ensure that the student has exposure to new methods, client populations, and other new experiences for learning.
4. The agency must agree to provide a field instructor who has not supervised the student in previous employment responsibilities. As in other settings, the designated supervisor must meet the criteria for approval as a Practicum Instructor. The proposed field instructor is required to complete a Field Supervisor profile.
5. The schedule of hours that are designated for the field assignment must be clearly delineated from the employment schedule.

Withdrawing from Practicum

The practicum is distinct from most other social work courses in that a field placement in the community entails not only the educational objectives of the student and faculty, but also professional responsibilities to clients, social service agencies and the community. When students engage clients and assume service responsibilities, they have ongoing professional, educational and ethical responsibilities to consider. Considerable effort is spent on the part of the faculty and field instructor planning and orienting the student to the placement. For this reason students should only consider withdrawing prematurely from a field placement site under extenuating circumstances.

Should a student desire or be requested to terminate a placement prior to the completion of the total hours required, the student's field faculty liaison should be contacted immediately to discuss the situation. Such a situation may occur as a result of: insufficient resources and/or experiences to provide for an adequate learning experience; agency restructuring; a personality or ideological conflict between the student and field instructor and/or agency; personal crises; a serious illness; or other educational considerations.

Only after consultation with the faculty liaison and the agency field instructor may the student terminate the practicum. The faculty liaison, in consultation with the Co-Director of Field Education and the student, will determine whether or not the student will be permitted to resume a practicum at a new site, and whether or not credit will be awarded to the student for hours completed at the first practicum site.

Termination from Field Practicum and/or MSW Program for Non-Academic Reasons

A student enrolling in the School of Social Work at the University of Missouri – St. Louis assumes an obligation to behave in a manner that is compatible with the institution and school educational enterprises. This applies not only to the student's behavior on campus, but to the field practicum as well. The Collected Rules and Regulations for the University of Missouri, Section 200.010, Code of Student Conduct (UM-St. Louis Bulletin, www.umsf.edu/bulletin), and the School of Social Work Graduate Student Handbook clearly delineate conduct for which a student can be sanctioned and/or disciplined.

In addition, sanctions (including but not limited to termination from the field placement and/or the program) may be imposed upon any graduate student who has been found to have violated the professional expectations and standards described in the NASW Code of Ethics.

The School and University processes for addressing violation of the standards outlined in the documents cited above are outlined in the School of Social Work Graduate Student Handbook.

Responsibilities of Agency Field Instructors

The agency field supervisor plays a vital role in the education of students. It is important that those who take on this role have a good grasp of practice theory, significant experience in the field of social work, a good measure of patience, a desire to teach, and a sense of humor.

Field supervisor responsibilities include:

- Attending an orientation for new field instructors, completing an 18 hour certification program and participating in ongoing training for field instructors.
- Assisting the student with preparation of the learning agreement.
- Orientation of the student to field placement.
- Assuming instructional and administrative responsibility for the student in the field setting.
- Provision of regularly scheduled individual supervision with each student (at least one hour per week), and where feasible additional group supervision.
- Providing the student with ongoing feedback about his/her performance.
- Meeting with the faculty field liaison from the University at least once during the semester, or as needed, regarding the student's progress.
- Informing the faculty liaison of all concerns relative to the student's fieldwork progress, activities, and any other issues that might affect the placement.
- Informing the Office of Field Education of significant changes at the agency (i.e. agency moves, changes in phone number, resignation of field instructor, etc.)
- Completing and submitting all necessary paperwork (midterm and final evaluation forms) within the timeframes outlined.
- Updating the field instructor and organizational profile on-line at least once every three years.

Responsibilities of Faculty Liaison

Before beginning practicum each student will be assigned a faculty liaison. The responsibilities of the faculty liaison include:

Helping the student plan his/her field experience.

- Assisting students with preparation of the practicum learning agreement.
- Consulting with the agency field supervisor and student to review progress and assess performance.
- Assisting students with any concerns they have relating to the agency field supervisor, integration of classroom work with the field placement, or other issues related to field.
- Acting as an educational consultant to field instructors to enhance their teaching skills.
- Informing the Office of Field Education of any problems relative to students' performance in practicum
- Assigning students a grade in practicum.

For students enrolled in SW4800 (BSW Supervised Field Experience I), SW 4850 (BSW Supervised Field Experience II) and SW 5800 (Graduate Field Practicum I), the student's seminar instructor serves as the faculty liaison. Students in SW 6800 and SW 6850 (Graduate Field Practicum II & III) are assigned a faculty liaison (generally the faculty advisor) from their concentration areas.

Students' Responsibilities at Practicum Agency

Students are to consider themselves as potential practicing social workers, visiting members of the social work staff, and are to perform assignments in a manner consistent with accepted social work practices. The best guide to general agency customs and expectations will be the behavior of supervisors and the other professional social workers within the agency.

When in doubt, students should discuss questions such as mode of dress, ways of addressing clients and colleagues, and resources within the agency with the agency supervisor. Students are expected to arrive on time, follow the scheduled hours meticulously, and practice good time management skills. **All students should record the hours spent at the practicum site on the time sheet provided by the School of Social Work.** Students are expected to observe provisions of the Social Work Code of Ethics

and other generally acknowledged guidelines for professional social workers. Students are also expected to comply with the UM-St. Louis Student Code of Conduct and policy on sexual harassment.

Students are expected to participate actively in the assessment of their performance. Students experiencing problems at the practicum site should first consult with the agency field instructor. If the problem is not resolved at that level, the student should next go to the faculty liaison for further consultation and direction. If the problem is not resolved with the intervention of the faculty liaison, the student and liaison should go directly to one of the Co-Directors of Field Education.

Student Evaluation of the Field Experience

At the conclusion of the practicum, all students complete an evaluation of the field experience. Students evaluate the practicum agency, the agency supervisor, the field liaison and the Office of Field Education. The Office of Field Education reviews the evaluations after grades have been submitted. Students may also choose to share the evaluation with other students and/or the field instructor.

Practicum Planning Process

Before students contact social service agencies to inquire about field placements, they participate in a planning process designed to help clarify their goals and interests. Each student completes an application for the practicum and meets with the assigned faculty advisor to ensure that all academic requirements have been completed and to discuss practicum site possibilities. In addition, a series of mandatory practicum planning meetings are held during the semester prior to the first practicum. These meetings are intended to assist the student in the selection of the practicum site and in the development of the learning agreement.

The step by step process for practicum planning is as follows:

1. First practicum planning meeting.
 - Highlights:*
 - a. Overview of the practicum process (including review of the practicum manual, forms and policies)
 - b. Selecting a practicum site
2. Student completes practicum application, reviews it with his/her advisor, and submits it to the Office of Field Education.
3. Field faculty review applications and approve requests to interview at practicum sites.
4. Student contacts approved agencies, interviews and secures practicum. (At the initial meeting, both the student and the agency explore the possibility/desirability of participation in the practicum at the agency. Either the student or agency can decide against the placement).
5. Second practicum planning meeting to learn how to complete the learning agreement.
6. Student, in consultation with agency field instructor, drafts a learning agreement.
7. Learning agreement is reviewed by one of the Co-Directors of Field Education, and if necessary, suggestions for revisions are made. Once revisions are complete the agreement is approved by the Office of Field Education and signed by the student, the agency supervisor and one of the Co-Directors of Field Education.
8. For MSW concentration students, the faculty advisor must also approve and sign the learning agreement. Copies are distributed to the student, faculty liaison, and field instructor. The original remains on file with the Office of Field Education.

Please note: BSW students may not begin earning practicum credit until the learning agreement has been approved by the office of field education.

MSW students must have learning agreements approved within 4 weeks after the start of the semester in which the student is seeking practicum credit. Each semester students are provided with the specific dates when learning agreement drafts and final agreements are due to the Office of Field Education.

Saint Louis University School of Social Work

Introduction to Saint Louis University School of Social Work

The Mission of Saint Louis University

The mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research and community service. It is dedicated to leadership in the continuing quest for understanding of God's creation, and for the discovery, dissemination and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit University, the pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

The Five Dimensions of the Saint Louis University Experience

Reflective of its mission, Saint Louis University strives to engage its students in five interrelated dimensions contributing to the development of the whole person:

- Scholarship and knowledge
- Intellectual inquiry and communication
- Community building
- Leadership and service
- Spirituality and values

Mission of the College of Education and Public Service

Inspired by the Jesuit conviction that the world is good and human beings can make it a better place for all to live and grow, the College of Education and Public Service educates, guides, and transforms individuals and communities through its teaching, research, and community engagement.

Mission Statement of the School of Social Work

Saint Louis University School of Social Work prepares students for professional social work and applied behavior analysis practice with a commitment to social justice and the empowerment of vulnerable and oppressed populations. The School strives for a dynamic community of learning with excellence in teaching, research, and service.

School Goals

Goals of the School of Social Work are as follows:

1. To use knowledge, values, and skills in generalist social work practice.
2. To use knowledge, values, and skills in advanced social work and applied behavioral analysis practice.
3. To contribute to the advancement of knowledge of the professions.
4. To use skills, talents, and time in pursuit of social justice in the community.

Baccalaureate Social Work Competencies

The competencies of the BSSW Program are for graduates to demonstrate the ability to:

- * Identify as a professional social worker and conduct oneself accordingly
- * Apply social work ethical principles to guide professional practice

- * Apply critical thinking to inform and communicate professional judgments
- * Engage diversity and difference in practice
- * Advance human rights and social and economic justice
- * Engage in research-informed practice and practice-informed research
- * Apply knowledge of human behavior and the social environment
- * Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- * Respond to contexts that shape practice
- * Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Generalist Foundation Competencies

- * Identify as a professional social worker and conduct oneself accordingly.
- * Apply social work ethical principles to guide professional practice.
- * Apply critical thinking to information and communicate professional judgments.
- * Engage diversity and difference in practice.
- * Advance human rights and social and economic justice.
- * Engage in research-informed practice and practice-informed research.
- * Apply knowledge of human behavior and the social environment.
- * Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- * Respond to contexts that shape practice.
- * Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

(Adopted from CSWE EPAS, 2008)

Advanced Practice Competencies

As delivered through the concentration, advanced practice competencies that build on the Generalist Foundation curriculum include:

Applied Behavior Analysis

- * Construct applied behavior analysis services within the context of responsible professional social work and behavior analysis codes of ethics.
- * Demonstrate competent applied behavior analysis practice to social work clients
- * Provide leadership in addressing social constraints that inhibit the expression of human fulfillment and human rights, especially regarding diverse and vulnerable populations.
- * Design and evaluate applied behavior analysis services provided for social work clients.
- * Functionally analyze the behavior of social work clients within their social context.

Community and Organization

- * Provide leadership in a variety of roles in community and organization practice.
- * Uses codes of ethics and human rights principles to guide practice with communities and organizations.
- * Approach community and organizational planned change using logical, scientific and theoretical frameworks.
- * Demonstrate culturally competent practice with communities and organizations.

- * Use research and professional expertise to improve practice with communities and organizations

Family

- *Practice with an understanding of a variety of therapeutic approaches to working with contemporary family structures from a systems perspective
- *Practice in a manner that is sensitive to the ethical and value aspects of various therapeutic approaches and interventions from both modern and postmodern perspectives
- *Practice in a manner that is responsive to the uniqueness of each family system and the impact of cultural and demographic variables on family dynamics and developmental processes
- *Utilize research and professional expertise to improve practice with individuals (children, youth and adults), couples, families, and larger systems
- *Identify structures and resources to support families and impact policies that affect families

Health and Mental Health

- *Demonstrate professional behavior in social work health and mental health practice and research that is consistent with social work values and ethics
- *Provide clinically competent social work health and mental health practice
- *Incorporate the environmental, psychological, biological, social, and spiritual determinants of health and mental health in social work practice
- *Evaluate social work practice relative to the quality of care and health outcomes
- *Understand how the historical and current context of health and mental health policy impacts social work practice

(Approved by the concentrations and MSW Program Committee on April 27, 2011)

Dual Degree Programs

In addition to concentration options, five dual degree programs are also offered. The School offers a Master in Social Work/Master in Public Health (MSW/MPH) dual degree, a Master in Social Work/Master of Arts of Pastoral Studies (MSW/MAPS) dual degree, a Master in Social Work/Master of Public Administration (MSW/MPA) dual degree, a Master in Social Work/Master of Arts in Deaconess Studies and an Master of Social Work/Juris Doctor program. These are described below.

Master of Social Work/Master of Public Health (MSW/MPH)

The School of Social Work and the School of Public Health offer a 65-credit hour dual degree program. Students must apply to and be accepted into both programs. The requirements for the MPH are integrated with requirements for the MSW.

The focus of at least one practicum experience must be in the area of public health. All practica will be enrolled in and monitored through the School of Social Work. Addenda to the Health and Mental Health Concentration Learning Agreement and Evaluation have been jointly developed and approved by the School of Social Work and Public Health. The addenda integrate both public health and social work concepts and are to be completed by the student and field instructor as a part of the public health-focused practicum experience.

Goals developed by the School of Public Health for the public health/social work dual practicum include:

1. Provide the student with the “real world” experience against which to compare concepts and models learned in the classroom

2. Cultivate an appreciation of the complexity of organizations and the individuals that comprise them
3. Effectively distinguish the similarities and differences between public health and social work
4. Demonstrate ability to work within and among established and emerging community systems
5. Effectively integrate knowledge, values and skills into a combined public health/social work practice
6. Provide insights for further development of a professional public health and social work identities

The following items are contained in the Learning Agreement for the MSW/MPH Learning Agreement Addendum. The student shall:

1. Identify similarities and differences between social work and public health concepts, philosophies and practice methods.
2. Perform community assessment to identify gaps in health care services delivery (e.g., outreach, health education, health promotion, disease prevention and wellness).
3. Conduct critical evaluation of a public health program or policy within the context of overall health care delivery.
4. Demonstrate understanding of the impact of the political context that influences public health.
5. Develop professional identity as an MSW/MPH with integrated knowledge, skills and values.

Master of Social Work/Master of Arts of Pastoral Studies (MSW/MAPS)

This 87-credit hour dual degree program is offered through the Aquinas Institute of Theology and the School of Social Work. Students must apply and be accepted into both programs. The requirements for the MAPS degree are integrated into the MSW degree requirements.

The focus of at least one practicum experience must be in the area of ministry and social work. The dual practicum will be enrolled in and monitored through the School of Social Work. Addenda to the student's Learning Agreement and Evaluation have been jointly developed and approved by the School of Social Work and Aquinas. The addenda integrate both ministry and social work concepts and are to be completed by the student and field instructor as a part of the ministry-focused practicum experience.

Objectives of the Joint Practicum are:

1. To foster the student's professional identity as a minister through:
 - Sharing collaborative responsibility for ministry ministerial or social service professionals and with other staff or volunteer colleagues
 - Relating pastorally and professionally to clients
 - Balancing the demands of professional ministry with those of private life
2. To foster personal accountability and integration as a minister through:
 - Dialogue and communication with staff members
 - Careful and formal supervision
 - Visitation from the Aquinas Institute Director of Field Education
3. To foster pastoral leadership through:
 - Broad orientation and experience of the work of an agency or social service site
 - Exercising leadership in the work of an agency
 - Ecumenical and neighborhood collaboration
 - Taking creative initiative in response to perceived needs
4. To discern a religious and ministerial vocation through:
 - Doing ministry
 - Integrating study and personal prayer with ministry
 - Receiving and responding to feedback

- Finding happiness and meaning in life and ministry

The following items are contained in the Joint Practicum Learning Agreement Addendum. The student shall:

1. Develop a breadth and depth of ministerial skills
2. Collaborate and provide leadership in ministry
3. Engage in social analysis and theological reflection
4. Act on behalf of justice as constitutive to ministry
5. Study as a component to the practice of ministry
6. Balance ministry, private life, study and liturgical and private prayer
7. Discern ministerial vocation and personal growth.

MSW/MPA Dual Degree Program

The Master of Social Work and the Master of Public Administration is a dual degree program that prepares students for careers in the non-profit or governmental sector primarily. Students will focus on administrative and management skills, social and public policy analysis, and advocacy strategies to improve social welfare. Students entering must meet the admission requirements of both programs. The combination of the MSW and MPA degrees require a total of 72 credit hours.

Master of Social Work/Master of Arts in Deaconess Studies

In partnership with Concordia Seminary, the School of Social Work offers a dual degree to prepare students for diaconal ministry and professional social work and foster an ongoing collaboration between the church's ministry and service to the community. The program provides a framework, skills and resources for church workers to engage in social work practice in service to the church and community. Students must meet the admission requirements for both programs. This dual degree requires a total of 72 unduplicated credit hours.

Master of Social Work/Juris Doctor Program (MSW/JD)

The Masters in Social Work and the Juris Doctorate in the Saint Louis University School of Law are separate degrees that students can pursue simultaneously. For students who want to seek both degrees, nine (9) credit hours of each degree plan are accepted by each program as electives. In pursuit of these degrees, students are required to be admitted by both programs and they begin their first year as a full time law student.

Specializations and Certificate in The School Of Social Work

The following four specializations and one certificate are available to students in the MSW Program:

Specializations:

School Social Work – For students interested in school social work as a career field, the School of Social Work offers the option of a *School Social Work Specialization* which will be acknowledged on the student's transcript and in a certificate upon completion of the MSW Program. To qualify for the *Specialization*, students will complete: 1) three required courses and receive a grade of B or better in each course; and 2) minimum of 600 Masters' level practicum hours in a school social work internship, under the supervision of an MSW school social worker at a public school (student is able to take all 3 concentration practica in a 2-semester school internship).

Clinical Practice with Families – This specialization is directed toward the acquisition of theory and skills to be utilized across a broad range of social work settings. The specialization is consistent with the

focus of, and will help to prepare students for taking, the state licensure exam in social work. Among other requirements, the specialization requires a two semester, one site, clinical field placement at a site that provides opportunities for direct, face to face contact with clients (i.e., individuals, couples, families and/or groups) in a therapeutic context. Students interested in pursuing this specialization should share their intention to work toward the specialization with their Faculty Liaison for practicum planning purposes. Students must also acquire the signature of their Faculty Liaison on a form that attests that they have fulfilled the practicum requirement for the specialization.

Community Mental Health – This specialization is directed toward the acquisition of theory and skills to be utilized in settings dedicated to serving adults with co-occurring mental illness and substance use disorders. Through this specialization, students will gain knowledge and skills for providing evidence-based, recovery-oriented and co-occurring capable services to persons with co-occurring disorders. Specific practices in which students will engage include: Clinical diagnosis, strength-based screening and assessment, person-centered planning, harm reduction, motivational interviewing, cognitive behavioral therapy, illness self-management, assertive community treatment, integrated dual disordered treatment, supported employment and housing services, medication management, substance abuse counseling, and peer support. The specialization consists of 18 hours, which includes 6 hours of practicum and 12 hours of classes taken as part of the 57 hours of classroom and practicum courses required for graduation from the MSW Program. Students must earn a "B" or better in the designated courses and successfully pass the 2 semester practica. Students who complete the course work and practica will receive a certificate upon completion at graduation.

NonProfit Administration – This specialization prepares students to serve in administrative positions in nonprofit organizations within the United States context. Students will be introduced to the philosophy and logic undergirding the nonprofit sector. They will then complete four practice courses intending to prepare students for administrative work in both program and support operations. Finally students will complete practica which provides them the opportunity to apply theory and skills acquired in course work. Students are required to complete a two semester concentration practica in a nonprofit administrative setting that provides opportunities for development of knowledge and skills in the array of nonprofit administrative roles and tasks. These roles and tasks can include experience with program or strategic planning, budgeting and fiscal management, grant writing, fundraising, supervision and human resources, and interviews/observation with agency administration, such as the Board of Directors and Board committees, the CEO/Presidents, the Development Director, and Program Directors.

Gerontology – Upon completion of the specialization, the social work students/graduates will be able to address and have skills in the competencies for gerontological social work practice developed by the Hartford Practicum Program in Aging Education and revised/adopted by the CSWE Gero-Ed Center. The field of practice specialization will be in aging. Each student with her/his liaison will select a practicum in a setting that specializes in services to the older adult for at least two of the concentration practica, with approval by the certificate coordinator. The two semester requirement can be satisfied by a practicum at one site either over two semesters or as a block practicum, or by completing practica at two different sites in two different semesters.

Practicum Structure, Process, Resources and Guidelines

Introduction

To develop competent practice skills and behaviors, the practicum experiences promote the application of learning from all areas of the educational program through practice and the integration of theory, knowledge and values into a professional frame of reference.

The student is the main focus of the practica. As adult learners, students are expected to bring information from classroom courses to their practice sites and field instructors to facilitate integration of classroom and field learning. To facilitate learning, the curriculum for each program level and MSW concentration has specific items and goals to be addressed in the course of the practica.

In the MSW Program, the distinction is made between the Foundation curriculum as preparation for using the generalist perspective and the concentration curriculum as developing specialty practice in the areas of community, family or health/mental health. Each of these concentration practica has practice competencies and corresponding practice behavior evaluation instruments.

Roles, Responsibilities and Expectations in Field Education

Role of the Student

The School of Social Work uses a structured self-selection model for site selection. In consultation with the assigned Faculty Liaison, students are responsible for securing a practicum site. Students have considerable choice and responsibility in selecting their practicum sites. Students must initiate the search process by completing and submitting a Request for Practicum to the Office of Field Education through the on-line practicum management system, TaskStream®. Information for students and field instructors to register and utilize the TaskStream system will be provided at the appropriate orientation sessions.

Students will be notified of their assigned Faculty Liaison via an email generated from the TaskStream system. Students contact their Faculty Liaison for a planning appointment. After consulting with the Faculty Liaison, students have the responsibility to contact agencies or organizations and participate in a formal interview with the professionals who serve as contact persons for their agencies. The agencies and organizations have the right and responsibility of selecting the most appropriate students for their practicum opportunities.

The selection of a site may be analogous to an employment interview. The student arranges interviews to gain information on the various learning opportunities and practice roles available. Students can be expected to share a résumé with an agency contact person and/or potential field instructor. In the interview, students should be prepared to discuss their academic and work experiences, strengths and challenges, career goals and the practicum learning activities they need in order to accomplish their goals, as well as the competencies and practice behaviors of the practicum level they are seeking. Field instructors discuss the opportunities for training and supervision available in the setting as well as their expectations of students.

The student explores the practice experience that can be made available to the student with the agency contact. If the mutual evaluation process yields a match of needs, goals and resources, the site will offer a placement to the students, who may confirm their desire to complete a

practicum or decline. The student will notify the Office of Field Education of a decision regarding site selection by the designated deadline via the Confirmation of Practicum Form located in the Task Stream system. The Faculty Liaison must approve the practicum and confirm the practicum with the field instructor. The Director of Field Education provides the final approval for the selection.

Working with their Field Instructor, students complete and submit their appropriate Learning Agreement within three (3) weeks of the start of the semester by the designated due date, regardless of the student starting date. The Learning Agreement is submitted through TaskStream by the student and approved by both the Field Instructor and Faculty Liaison (also through the TaskStream system).

The student is expected to operate within the policies and procedures of the practicum site. The student should contact his or her assigned Faculty Liaison regarding any concerns, questions or problems related to the practicum experience as soon as possible. Under some circumstances, it may be advisable to involve the student's faculty advisor in the discussions.

Additional information about the practicum planning process is available in the "Procedures for Practicum Placement" section below.

Role of the Faculty Liaison

The Faculty Liaison provides the linkage between the student, agency and the School of Social Work. The practicum process includes four phases: 1) planning and site selection; 2) practicum placement; 3) monitoring; and 4) evaluation. In the planning phase, the Faculty Liaison uses knowledge of the School's practicum goals, the student's professional goals and the practice of community agencies and learning opportunities to facilitate an appropriate match. The Faculty Liaison serves as a member of the appropriate curriculum committee and provides the connection between the School, curriculum committee, student and agency. The Faculty Liaison plays an important role in the integration of classroom and field through the site visit and facilitation of the Integrative Seminar.

The Faculty Liaison serves as a key resource to concerns arising in the practicum. In this role, the Faculty Liaison supports the learning experience by advocating for the student, field instructor and agency toward a successful resolution. The Faculty Liaison is available to respond to questions or concerns the student or field instructor may have and to interact with the field instructor and the agency to foster an appropriate learning experience for the student. The Faculty Liaison will conduct a minimum of one site visit for each student each semester and have contacts with the student or agency as needed.

The Faculty Liaison and Director of Field Education are available to assist potential, new and existing practicum sites in the development of practicum tasks and activities. This consultation enables practicum sites to create innovative, individualized practicum learning opportunities for students.

The Faculty Liaison also plays a role in the evaluation process. As noted, the Faculty Liaison assesses the potential fit between a potential site and a student's learning needs, and approves

matches. The Director of Field Education provides the final approval. The Faculty Liaison also engages in evaluation of the fit and the learning process at the site visit. The Faculty Liaison also receives the recommended grade from the Field Instructor and assigns the final grade for the student.

Role of the Practicum Agency

Agencies/organizations desiring affiliation as a practicum site should contact the Director of Field Education to discuss the possibility. The School selects and approves sites in which the following conditions are present:

- 1) Adherence to recognized standards of practice;
- 2) Availability of social work degreed staff or staff with compatible social work backgrounds;
- 3) Recognition by the community as having a defined social goal and a systematic mode of operation directed toward that goal;
- 4) Participation in community planning;
- 5) Availability of a range of learning experiences for students;
- 6) Demonstration of a commitment to social work education that provides a climate for student learning;
- 7) Availability of an employee (for BSSW and MSW Foundation practica) or employee or volunteer (for MSW Concentration practica) of the agency/organization as an eligible field instructor (see requirements below);
- 8) Provision of support and resources that enables the field instructor(s) to complete the Field Instructor Certification Program (see below), if needed;
- 9) Ability of staff and volunteers associated with the practicum to work cooperatively with School faculty and staff; and
- 10) Agency/organization is in good standing with the professional community.

Role of Field Instructor

The following criteria, established by the School of Social Work, are used by the School of Social Work in selecting social workers to serve as field instructors at affiliated agencies:

- 1) A Master's in Social Work degree from a CSWE accredited school;
- 2) Two years of successful practice in social work following completion of the degree;
- 3) Employment at the agency for at least one year;
- 4) Interest in and potential for helping the student integrate theory through developing practice skills;
- 5) Ability to have responsibility for teaching and to allow the student to carry responsibility for learning;
- 6) Knowledge of community resources;
- 7) Ability to work cooperatively with the School;
- 8) A commitment to professional education and to the provision of learning experiences to meet the student's educational needs;
- 9) Support and permission of agency for student practica;
- 10) Interest and ability to meet with a student for a minimum of one hour per week of face-to-face supervision;

- 11) Commitment to completing the Field Instructor Certification Program as a new field instructor (those beginning field instruction in the Fall, 2007 or later);
- 12) Meet eligibility guidelines for re-affiliation by attending continuing education events according to the guidelines (i.e., 15 hours of continuing education in the area of practice of the field instructor every three years); and
- 13) In good standing with the professional community.

Agency-based field instructors who meet the guidelines (above) are appointed as an Adjunct Assistant Clinical Professor for Field Instruction. The status of the field instructor within the University is that of a volunteer. As a Volunteer Adjunct Faculty with the School of Social Work, the field instructor may:

- ✓ Use any of the University libraries. Field Instructors must contact the Office of Field Education for access.
- ✓ Apply for tuition remission to complete a graduate course. An application may be requested by calling the Office of Field Education. The deadline for applying for tuition remission is July 1 for a Fall course, November 1 for a Spring course and April 1 for a summer course. As needed, a sub-committee will be established to review applications and select field/task instructors using the following criteria: 1) date of application; and 2) previous receipt of tuition remission.
- ✓ Receive a certificate that attests to the field instruction provided to the student at the end of the semester that may be used for social work licensure requirements for continuing education.
- ✓ Serve on various standing and ad-hoc committees and task forces within the School of Social Work.

The field instructor's role is to serve as a mentor to the student during her/his tenure at the practicum site. To fulfill the requirements for the practicum, the field instructor is required to assist the student in selecting roles, tasks and activities that can be performed at the practicum site. These requirements are explicated in the Learning Agreement developed in the first three weeks of the semester. The field instructor is required to meet with the student for a minimum of one hour a week to guide the student in the practicum integrate classroom and field learning and evaluate the student's progress. Field instructors should feel free to contact the Office of Field Education to discuss questions regarding student standing in the program, appropriateness for the setting, learning goals and needs or any other issues that may impact practicum.

The field instructor serves as a surrogate for the practicum faculty in grading the student's performance by determining if the student should be awarded a grade of Pass, No Pass, or Defer Grade to Faculty Liaison. This grade is submitted through TaskStream on the appropriate practicum evaluation form to the assigned Faculty Liaison who will review the evaluation and submit the grade to the University Registrar.

Field instructors are affiliated with over 500 community agencies that serve as practicum sites. The School of Social Work and an actual or potential practicum setting enters into a formal Practicum Affiliation Agreement. Any variation of the conditions must have prior approval from the Office of Risk Management at Saint Louis University.

Annually, the Office of Field Education recognizes the outstanding practicum achievements of one BSSW student and one MSW student. Field Instructors nominate student candidates for the award. Committees are appointed by the Director of Field Education to review and select an awardee in each category.

For MSW concentration students, in those situations where the Field Instructor is not an agency employee, but rather a volunteer (“off-site Field Instructor”), the following requirements must be met by the Field Instructor:

Requirements for the off-site Field Instructor:

- 1) MSW degree obtained at least two years prior to the onset of supervision;
- 2) Affiliation with the organization (e.g., board member, volunteer, former employee or agency consultant) OR faculty or professional staff member of the School of Social Work who possesses an MSW degree;
- 3) Interest in and potential for helping the student integrate theory through developing practice skills;
- 4) Ability to have responsibility for teaching and to allow the student to carry responsibility for learning;
- 5) Knowledge of community resources;
- 6) Ability to work cooperatively with the School;
- 7) A commitment to professional education and to the provision of learning experiences to meet the student’s educational needs;
- 8) Support and permission of agency for student practica;
- 9) Interest and ability to meet with a student for a minimum of one hour per week of face-to-face supervision;
- 10) Commitment to completing the Field Instructor Certification Program as a new field instructor (those beginning field instruction in the Fall, 2007 or later);
- 11) Meet eligibility guidelines for re-affiliation by attending continuing education events according to the guidelines (i.e., 15 hours of continuing education in the field instructor’s area of practice every three years); and
- 12) In good standing with the professional community.
- 13) Willingness to assist the student to complete a form entitled “Off-Site Supervision Learning Agreement Addendum.” The form must be completed by the student, in consultation with the off-site Field Instructor, and submitted to the Faculty Liaison.

Please note that BSSW and MSW Foundation students must have an *on-site* MSW Field Instructor.

Role of Task Instructor

A Task Instructor is an agency-based instructor who does not possess an MSW degree and two years of post-MSW experience or who has not been employed by the agency for one year. Non-MSW Task Instructors are utilized in two different situations:

- 1) when a non-MSW agency employee or an MSW agency employee who does not meet all qualifications of a field instructor will work directly with the student on a sustained basis within a particular program and a qualified MSW field instructor who is an agency employee will provide the required weekly field instruction; and

2) when the agency is unable to offer a qualified MSW employee for student supervision and a MSW social worker who is affiliated, but not employed by, the agency, will provide the field instruction (MSW concentration level only students). In the second situation, a form entitled “Off-Site Supervision Learning Agreement Addendum” must be completed by the student and submitted to the Faculty Liaison. Please note that MSW Foundation and BSSW Practicum students must have an on-site MSW Field Instructor.

Task Instructor Expectations:

- 1) Provide on-site supervision that includes a minimum of one hour/week session. Task Instructor-student meetings may occur as part of the weekly supervision provided by the MSW supervisor, may be separate, or may be a combination of the two.
- 2) Participate with the MSW supervisor and the student in the development of the learning agreement, site visit and evaluation

Non-MSW task instructors are also invited to attend session one of the Field Instructor Certification Program. However, participation is not required.

Role of the Director of Field Education

The Director of Field Education is responsible for the development, management, and evaluation of the practicum operation of the School of Social Work. The Director fulfills these roles through the following responsibilities:

- 1) Structure the practicum program in concert with the School’s mission and Curriculum;
- 2) Arrange for notification to students and field instructors of the time frames and deadlines for planning and securing practicum placements and for developing a learning agreement with the field instructor and evaluation of the student and experience;
- 3) Assign Faculty Liaisons to students for the planning and operational phase of practicum;
- 4) Support and monitor the activities of the Faculty Liaisons;
- 5) Organize educational activities for field instructors related to the field instruction of students;
- 6) Relate to community agencies affiliated with the School of Social Work as practicum sites;
- 7) Promote the development of and approval of new practicum sites;
- 8) Monitor the quality of learning experiences offered by practicum sites;
- 9) Oversee the development of policies and practices for practicum operation;
- 10) Serve as an ex officio member of relevant curriculum committees;
- 11) Serve as voting member of the BSSW and MSW Curriculum Committees;
- 12) Evaluate and approve practicum placements at the student’s place of employment;
- 13) Evaluate and supervise revision of practicum forms including learning agreements and evaluation instruments;
- 14) Oversee the evaluation of students and submission of grades for practicum courses in a timely manner to the Office of the University Registrar;
- 15) Assure that the practicum program meets CSWE guidelines;
- 16) When appropriate, seek financial resources to support students in practica;

- 17) Network with local and national field education programs within social work Programs;
and
- 18) Perform other duties as required to assure the smooth operation of the Practicum.

Role of the Field Education Advisory Committee

The Field Education Advisory Committee considers and advises the Office of Field Education on issues related to practicum policies, to include site and field instructor criteria, evaluation of students and field instructors and Integrative Seminar development. Membership, appointed by the Director, includes: the Director of Field Education, Faculty Liaisons, one tenure-track faculty member, field instructor representatives from the BSSW program and each of the MSW concentration areas and a minimum of one student representative each from the BSSW and MSW programs. The Field Education Advisory Committee meets a minimum of one time each semester and reports its ongoing work to the appropriate curriculum committees and the Field Education Curriculum Committee.

Role of the MSW Faculty Advisor

The Faculty Advisor provides a supportive role to the field education component of the student's curriculum. The MSW Advisor assists MSW students in registering for the appropriate practica using the section number of the assigned Faculty Liaison and the appropriate Integrative Seminar, when needed. Advisors can encourage students to be in close communication with their Faculty Liaison about their practicum planning and other practicum-related needs. Advisors may wish to encourage students to begin the planning process early in the semester preceding the semester in which they plan to complete a practicum, particularly if students require an evening/weekend practicum, or desire a clinical site, a school social work site, or an international practicum. Advisors are also welcome to work with the Faculty Liaisons to develop new practicum sites and/or learning opportunities at existing sites. Advisors can also encourage students to pay close attention to the dates of Integrative Seminars in which they are enrolled, as the seminar class meetings are scheduled periodically throughout the semester.

Role of the BSSW Faculty Mentor

The Faculty Mentor provides a supportive role to the field education component of the student's curriculum. The Mentor can encourage students to be in close communication with their Faculty Liaison about their practicum planning and other practicum-related needs. Mentors may wish to encourage students to begin the planning process early in the semester preceding the semester in which they plan to complete a practicum, particularly if students require an evening/weekend practicum. Mentors are also welcome to work with the Faculty Liaisons to develop new practicum sites and/or learning opportunities at existing sites.

General Practicum Policies

The following general practicum policies apply to both BSSW and MSW practica. Other general policies common to the University of Missouri-St. Louis, Washington University in St. Louis and Fontbonne University are explicated in the "General Practicum Resources and Policies Common to All Four Social Work Programs" section of this manual.

Place-of-Employment Practica

Students employed in a social service setting may have the option to complete one practicum commitment at their place of employment. In order to broaden the learning experience, a practicum completed at a student's place of employment requires:

- 1) The practicum roles be:
 - a. different from regular employment
 - b. new learning
 - c. appropriate to student's level of social work training
- 2) A field instructor that:
 - a. Meets all of the usual requirements for a field instructor
 - b. a person other than the student's employment supervisor
- 3) Agency, staff, student and the Faculty Liaison **must meet** to plan, negotiate and develop a proposal on the "Place-of-Employment" form.
- 4) Student will negotiate an outcome from the experience (e.g., project, log, etc.) with the Field Instructor and Faculty Liaison.

The practicum arrangement must be approved by both the Faculty Liaison and the Director of Field Education.

Liability Coverage

The practicum agency may have established policies regarding liability coverage for student travel and practice. As these policies vary within the community, students are strongly encouraged to address and clarify these issues prior to the acceptance of a practicum. Saint Louis University provides up to \$1,000,000 in professional malpractice insurance coverage for each occurrence. Students may also elect to purchase individual malpractice coverage at their own expense through the National Association of Social Workers Insurance Trust (800/638-8799 ext. 387) or another insurance carrier. Students may contact any Faculty Practicum Liaison for more information about individual coverage options. The University can provide verification to the agency of such coverage. The University does not provide automobile liability coverage.

Students who will be using their personal vehicle for agency business should negotiate automobile coverage with the agency at the time of the interview.

Verification of Health Records

Students are responsible for any verification of health records, proof of immunizations or a Tuberculosis test that is required by a practicum site. The School will not provide the information or store the documentation on behalf of the student. Should a student elect not to provide the required information, she/he is informed that a practicum at that agency/organization may not be an option.

Criminal Background Check

Practicum sites may require criminal background checks on students before they are allowed to begin their practicum. In particular, The Joint Commission on Accreditation of Healthcare Organizations requires any student completing a practicum or internship at a healthcare facility (to possibly include mental health agencies, long term care facilities, and other non-hospital settings) to have a criminal background check prior to acceptance and starting their hours.

Depending on the type, number, and other factors, completion of a criminal background check can require as long as six weeks. For many agencies, **students will not be allowed to start until they have this on file at the agency.** If not done in advance of the intended start date, a significant delay could occur.

1. **Reimbursement to Agency** - Students are responsible for reimbursing the practicum agency should any loss, damage, or breakage of equipment be caused by the student's misuse of equipment.
Appropriate Activities - While in practicum, students should be engaged in activities commensurate to their social work program and level of training and should avoid activities expressly prohibited by their programs. Questions regarding appropriate practicum activities can be directed to the Faculty Liaison.
2. **Prohibited Activities** – The physical restraint of clients is expressly prohibited in practicum. If students are in settings where staff physically restrains clients, students must be paired with a staff member with the ability to restrain. Students may not distribute any sort of medication in their practicum. **Activities Undertaken with Caution** – Students who are required to transport clients for practicum activities should clarify liability issues with their auto insurer and their practicum site. Students are required to have at least the current amount of automobile insurance required by state law. If an accident occurs in a student vehicle, the student's insurance would be the primary insurance, and the student would be responsible for the deductible. The University provides secondary insurance. The University provides secondary insurance. The University's insurance is secondary insurance to the student's personal automobile insurance.
3. Lobbying of elected and appointed public officials as a practicum activity is encouraged. However, students are cautioned to represent themselves or their agency while lobbying, rather than the University. **Required Practicum Hours** – Practica in all concentrations (except Applied Behavioral Analysis (ABA) (see next paragraph for specific ABA requirements) requires a time commitment of 240 clock hours. The student is required to complete a minimum of 12 hours/week at his/her practicum site. The minimum duration of a practicum is 10 weeks. The maximum numbers of hours that a student can accrue is 24/week, unless the student is completing two practica within the same semester. The maximum time allowed for the completion of a practicum is 20 weeks. (Please see Practicum Enrollment Options below).
 Students in the Applied Behavioral Analysis concentration are required to complete 240 clock hours in the Foundation practicum and 335 clock hours/practicum for the three concentration practica. The student is required to complete a minimum of 12 hours/week at his/her practicum site. The minimum duration of a practicum is 10 weeks. The maximum numbers of hours that a student can accrue is 25/week. The student must be engaged in the practicum at least three weeks/month.
 Students must record their hours and learning activities in the "Log of Practicum Hours and Learning Activities" form and submit through TaskStream a completed form at the end of their practicum hours. Time spent in activities that count toward the total required hours are those that generally would count as employment activities. Examples of activities for which students would not be able to count their hours includes meals, traveling to and from the practicum site and after-hour social events associated with the practicum. Practicum hours may be counted for time conducting research or working on projects that is performed off-site, but must be limited to 30 hours or less of the 240 hours required for one practicum. In addition, any off-site work must have products or an outcome related to a learning objective (See "Off-Site Practicum Activities" section below).
MSW Program – Students in the Community and Organization, Family and Health/Mental Health concentrations are required to complete a total of 960 clock hours of practica. Students in the Applied Behavioral Analysis concentration must complete 1000 clock hours of practica. A

student may receive advanced standing for the professional foundation practicum based on prior undergraduate achievement in a CSWE accredited social work program. Students receiving advanced standing credit for their BSSW practicum complete three practica (720 hours), rather than four (960 hours) with the exception of students in the Applied Behavioral Analysis program, who will complete 1000 hours.

BSSW Program – Each student is required to complete a total of 480 clock hours of practica over two semesters. Students complete two semesters of practicum at the same agency during their senior year.

Practicum Enrollment Options - MSW Program - Foundation practicum must be completed following the completion of SWRK 750 (Social Work Practice with Individuals, Families and Groups), within the first 30 hours of the MSW program and must be completed following or concurrent with foundation coursework.

A **concurrent practicum** consists of one practicum during the semester completed in no less than 10 weeks and no more than 20 weeks. This flexibility in the duration of the practicum equates to approximately 12-24 hours/week in the Fall, Spring, or Summer. Students may begin the practicum two weeks prior to the beginning of the semester and extend the practicum two weeks following the end of the semester for a total of 20 weeks. Arrangements that deviate from this policy must be arranged prior to the start of the practicum by the Faculty Liaison.

A **block practicum** consists of two concentration-level practica completed during the semester in no less than 10 weeks and no more than 20 weeks. This may be completed in approximately 32 hours/week in the Fall or Spring semesters or 40 hours/week in the Summer semester. Students may begin the practicum two weeks prior to the beginning of the semester and extend the practicum two weeks following the end of the semester for a total of 20 weeks. Arrangements that deviate from this policy must be arranged prior to the start of the practicum by the Faculty Liaison. MSW Foundation and Concentration practica may not be completed within the same semester.

BSSW Program – BSSW seniors enroll in one practicum in the fall semester and one practicum in the spring semester of their senior year. Both practica are completed at the same agency.

4. **Ethics Statement** – All students in practicum must sign a statement that they understand they must comply with the NASW *Code of Ethics* during practicum

Practicum Resource Materials

Practicum resource information is available in the following locations:

1. **Field Education Bulletin Board** - The following information and materials are available from the Field Education Bulletin Board located on the second floor hallway of the School of Social Work:
 - Practicum Opportunities – announcements of new and current practicum opportunities
 - Practicum Due Dates
 - General Practicum Announcements
 - Sites Actively Seeking Students – sites that have vacancies for the upcoming semester are posted on the “hot” board
2. **Internet** - The following information is available on-line through the School of Work web site.
 - Practicum requirements (including Student Field Policy and Procedure Manual)
 - Contact information
 - Field Instructor Certification Program information (through a link to the St. Louis Field Education Collaborative website)
 - Field Instructor Manual (through a link to the St. Louis Field Education Collaborative website)

- TaskStream® - the on-line practicum management system includes all practicum-related documents. Students access Task Stream through the Saint Louis University portal. Field Instructor access information will be provided at the time of confirmation of practicum.

3. Information through E-Mail

- Students - The Office of Field Education sends out regular “e-notes” via SLU email addresses to MSW students with pertinent field education information.
- Field Instructor – The Office of Field Education sends out a newsletter to Field Instructors via email approximately once a semester. The newsletter contains updated information pertinent to field instructors.

Resources of the School of Social Work

Doerr Center for Social Justice Education and Research

In 1996, the School of Social Work established the Emmett J. and Mary Martha Doerr Center for Social Justice Education and Research to initiate, facilitate, and sponsor research, education and direct service projects grounded in the ethics and values of the social work profession and the Jesuit commitment to social justice.

In pursuit of these goals, the Center supports the following:

- Student Projects – This category includes stipends for practicum and international coursework, as well as educational events hosted for students.
- Faculty-Community Collaborative Projects– A Call for Proposals is issued by the Center on a regular basis to agencies seeking opportunities to engage in research with faculty and students. A number of research projects are financially supported each year, based on the merit of the project.

For more information about collaboration efforts, please contact the Center for Social Justice at (314) 977-2734 or visit the web page at <http://www.slu.edu/colleges/SOCSVC/sjustice/>.

Field Instructor Benefits

Field Instructors are entitled to University Library privileges, tuition remission for a course (excluding law and medical schools), continuing education credits for providing field instruction and continuing education events. For more information about these benefits, contact the Office of Field Education at (314) 977-2724.

Agency-School Collaborative Opportunities

Field Instructors can collaborate with the School of Social Work to enhance social work practice. Practitioners and agencies collaborate with the School in providing field instruction for students in addition to:

- Guest lecturing in classes or Integrative Practice Seminars;
- Serving on the Field Education Advisory or other committees within the School;
- Serving on the Alumni Board of Directors;
- Provide feedback to faculty on curriculum matters;
- Partnering with members of the faculty or students on research, education and/or service projects; and
- Serving as a resource for Continuing Education, conferences and practicum events.

If field instructors are interested in serving in any of the above opportunities, please contact the Office of Field Education at (314) 977-2724.

Career Services

Saint Louis University's Career Services, (available on the Internet at <http://careers.slu.edu>), is a resource for students and alumni. Career counselors and other professional staff provide career counseling and assistance with job search including assistance with resumes, cover letters, networking and interviewing. Full-time and part-time employment opportunities and resumes are listed on eRecruiting, the department's data base. For more information, please contact Susan Gale, Career Counselor for the School of Social Work, at 314-977-2830 or galesh@slu.edu.

George Warren Brown School of Social Work Washington University in St. Louis

Administration of Field Education

Welcome to the George Warren Brown School of Social Work Office of Field Education! Field instruction at the Brown School is the responsibility of the Dean and the faculty who delegate the implementation of practicum policies to the Office of Field Education. This office reports directly to the Associate Dean for Academic Affairs.

The purpose of the Field Education Manual is to provide information regarding the educational learning objectives, policies, procedures, and learning guidelines that have been established for the practica as a component of the Brown School curriculum.

We encourage you to contact the Office of Field Education staff for assistance and support as needed.

Office of Field Education Staff

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Professional Advisory Committee

The PAC is a an advisory group of representatives from the "real world" of social work and related fields who advise the Office of Field Education (OFE) at the Brown School of Social Work on the design, development, implementation, evaluation, and maintenance, of outstanding field experiences for its graduate-level students.

PAC members are faculty, field instructors, alumni, students, and administrators who advise OFE staff on its policies and procedures, affiliation criteria for field sites and field instructors, field site and field unit development, foundation seminar content, trends and funding opportunities and suggest curriculum changes that will enhance student preparedness for the field.

Specifically, the PAC members advise the OFE on the following:

- Applications for Affiliation or Continued Affiliation
- Recruitment and development of field sites that serve diverse populations in terms of ethnicity, gender, and special populations
- Provision of external learning experiences and employment opportunities for students
- Professional development of field instructors through workshops, externships, and other opportunities
- Marketing and promotion of the program

Mission, Goals, and Nondiscrimination Policy Statement

Mission of Washington University in St. Louis

The educational mission of Washington University in St. Louis is the promotion of learning—learning by students and by faculty. Teaching, or the transmission of knowledge, is central to our mission, as is research, or the creation of new knowledge. The faculty, composed of scholars, scientists, artists, and members of the learned professions, serves society by teaching; by adding to the store of human art, understanding, and wisdom; and by providing direct services, such as health care.

Central to our mission are our goals, which are to foster excellence in our teaching, research, scholarship, and service; to prepare students with the attitudes, skills, and habits of lifelong learning and with leadership skills, enabling them to be useful members of a global society; and to be an exemplary institution in our home community of St. Louis, as well as in the nation and in the world.

Through our goals Washington University in St. Louis intends to judge itself by the most demanding standards; to attract people of great ability from all types of backgrounds; to encourage faculty and students to be bold, independent, and creative thinkers; and to provide the infrastructure to support teaching, research, scholarship, and service for the present and for future generations.

Washington University in St. Louis Policy on Nondiscrimination

Washington University in St. Louis encourages and gives full consideration to all applicants for admission, financial aid, and employment. The University does not discriminate in access to or treatment or employment in its programs and activities on the basis of race, color, age, religion, sex, sexual orientation, national origin, veteran status, or disability. Present Department of Defense policy governing ROTC and AFROTC programs discriminates on the basis of sexual orientation; such discrimination is inconsistent with Washington University in St. Louis policy. Inquiries about compliance should be addressed to the Vice Chancellor for Human Resources, Washington University in St. Louis, Campus Box 1184, One Brookings Drive, St. Louis, Missouri 63130-4899, (314) 935-5949. (For more information, see <http://www.wustl.edu/policies/equalopportunity.html>.)

Vision & Mission of the George Warren Brown School of Social Work

Our Vision: To create positive social change through our path-breaking research and educational excellence.

Our Mission: To educate and prepare future social work and public health leaders in areas of policy, practice, and research; to pioneer research and apply results to impact policy and practice locally, nationally, and internationally; to collaborate with organizations to use evidence to improve access to and quality of social services and to address social and economic justice.

Diversity at the Brown School

The Brown School Faculty and Professional Staff affirm to the Brown School community our School's stance on diversity, as follows:

The Brown School fully subscribes to the NASW Code of Ethics which states: "Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability." Furthermore, our educational program strives to promote an understanding, respect and celebration of diversity.

The Brown School categorically repudiates bigotry. As a matter of long-standing policy, Washington University in St. Louis rejects discrimination on the basis of race, color, age, religion, gender, sexual orientation, national origin, veteran status, or disability. The Brown School will not countenance discrimination in the School.

The Brown School is an educational community. Vigorous intellectual dialogue in an atmosphere of academic freedom is a hallmark of a lively educational community. Faculty, staff and students come to our program with diverse beliefs, including a variety of religious beliefs. Our purpose is not to propagate particular religious doctrines or ideologies but to train competent social workers. In our educational process, faculty and students engage one another to think about specific religious beliefs or cultural practices in light of social work values and ethics in an environment in which people are respected and challenged to grow. This is an important aspect of our educational and professional commitment. All of us should strive to create and sustain an educationally enriching environment at our School.

Sustaining a wholesome educational environment is critical for a learning community; and we are committed to finding the best ways to foster educationally constructive dialogue at the Brown School about issues of diversity. As we move forward, let there be no confusion or misunderstanding about the Brown School's fundamental commitment to diversity, tolerance, inclusiveness, and respect for people of diverse backgrounds and orientations. Members of diverse groups—racial, religious, ethnic, and sexual—play and will continue to play critical roles in our community. The Brown School's commitment to diversity is enshrined in our mission statement that, in part, reads as follows:

“The George Warren Brown School of Social Work is committed to inclusiveness in all aspects of its work including the composition of faculty, students and staff; the curriculum; and policies and procedures governing the operation of the School.”

Evidence-Based Social Work Practice

The Brown School faculty believes that the increasing research base of our profession and the ongoing technological revolution in data management and communication make it possible to move beyond rhetoric about the need for an evidence base for our profession and to teach students about how to consciously and judiciously use evidence in collaborative social work decision making. Social workers who practice from an evidence-based perspective must be able to apply the five steps and core elements of the EBP process. The mnemonic “FLAIR” is used to remember these five steps:

- F**ormulated an empirically relevant question answerable by data (e.g., “Why do members of X racial group often drop out of treatment?” or “What organizational factors have been shown to most directly influence client outcomes?”)
- L**ocated the Best Available Evidence
- A**ssessed the quality of the evidence you found
- I**ntegrated the best available evidence with professional judgment, client factors, and social context
- R**eviewed how things went (e.g., Did you find the information needed? Did you implement a new plan? How did it go?)

The FLAIR process is an integral component of the Brown School curriculum and is incorporated horizontally and vertically throughout the social work program, including practicum.

Introduction to the Brown School Office of Field Education

Practicum: Authentic Practice Experience

The practicum is an integral part of professional social work education. It is designed to provide authentic practice situations where theoretical knowledge and concepts from the classroom and literature can be applied to the concrete demands of the practicum. The learning that occurs in the practicum setting complements academic course work with practical application of theory and concepts and specific practice behaviors for the field experience – thus, the term “practicum.”

Purpose of Practicum

The purpose of the graduate-level social work practicum at the Brown School is threefold: 1) to provide challenging, innovative and experiential learning experiences, 2) to prepare students to assume responsibilities as social work professionals exhibiting ethical and professional behavior, and 3) to ensure skilled supervision by experienced field instructors who have been affiliated with the Brown School based on demonstrated knowledge in the field.

Timing of Practicum

When the practicum is scheduled and whether it is to be completed on a part-time or fulltime basis (up to 40 hours a week) are contingent upon each student's educational plan. Incoming students must wait until their second semester of enrollment (when they have completed and/or are currently enrolled in all seven foundation courses) to begin foundation level practicum. Following the Brown School's academic sequencing, most students begin foundation practicum in the second semester of their first year. Students entering the MSW program with advanced standing can begin their concentration level practicum their first semester of enrollment. Students with advanced standing interested in going out-of-state or abroad are eligible in their second semester of enrollment.

Selection of Practicum

The Office of Field Education does not assign students to practicum organizations. The School shares the responsibility for selecting field experiences with the individual student. This model allows each student to consider learning experiences that contribute to professional identity, provide a comprehensive base of theory, knowledge, and skills, and build on their own personal short and long-term career goals.

Practicum and International Students

Prior to beginning any practicum, paid or unpaid, all students on a visa must obtain work authorization from the Washington University in St. Louis Office of International Students and Scholars (OISS). Each semester, a “Curricular Practical Training Application” (CPT) form must be completed and submitted to OISS three (3) days prior to beginning field work. The CPT and J1 forms can be obtained from OISS or on Inside Brown.

Professional Behavior and Responsibilities of Students in Practicum

Consistent with the knowledge, values, ethics, and skills of the social work profession, students in practica are expected to adhere to the profession's values and ethics in all aspects of the field instruction experience. Responsibilities of students in practicum include:

- Compliance with organizational policies and procedures, including adherence to the organization's dress code
- Arranging and maintaining a schedule for weekly field supervision
- Attending and actively participating in weekly supervisory sessions, including preparing an agenda for supervision

- Keeping a timesheet of completed practicum hours
- Fulfilling all the obligations and expectations set forth in the student's Educational Learning Agreement, including demonstrating all competencies and practice behaviors through learning activities
- Communicating with the field instructor regarding the student's learning needs and interests, conflicts regarding field instruction, and challenges to develop as a professional social work practitioner
- Participating in the mid-semester site visit
- Consulting with the organization about safety and liability
- Contacting the Office of Field Education if problems arise in the field that may need support, clarification, and resolution
- Assuming responsibility of the submission of the following required practicum documents to the Office of Field Education to receive a practicum grade:
 1. Student Self-Evaluation of Competencies and Performance
 2. Student Assessment of Practicum Experience
 3. Field Instructor Evaluation of Practicum
 4. OFE's Practicum Timesheet

Additional student responsibilities are discussed in the "Practicum Requirements for Students" section and throughout this handbook.

** Note: Students transporting agency clients in agency vehicles or in a student's own vehicle are advised to check agency policies pertaining to the extent of automobile liability insurance required. The University provides no liability in such instances; contact OFE to request a copy of the university's liability insurance, if needed.*

Brown School Curriculum and Field Education

Curriculum at a Glance

Foundation Curriculum

Student takes or passes proficiency exams for foundation courses and completes foundation practicum.

	<u>Credits</u>
S15-5005 Research Methods for Social Work Practice	3
S15-5011 Human Behavior	3
S15-5012 Social, Economic, and Political Environment	3
S15-5015 Human Diversity	3
S15-5038 Foundations of Social Work Practice I	3
S15-5039 Foundations of Social Work Practice II	3
S15-5040 Social Welfare Policies and Services	3
Foundation Practicum	3
Foundation Integrative Practicum Seminar	<u>1</u>
Sub-Total	25

Students with advanced standing may receive up to 19 foundation credits and must take the following:

S15-5999 Evidence Based Practice Skills	3
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Concentration Curriculum

Student chooses a concentration and completes course work and practicum. Students select one of the five concentrations:

Children, Youth and Families

Gerontology

Health

Mental Health

****Social and Economic Development**

Each concentration has the following content:

Theory, Problems and Issues	3*
Practice Methods (*direct practice or administrative)	9*
Social Policy	3
Evaluation	3
Concentration Practicum	<u>5</u>
Sub-Total	23

Electives	<u>12</u>
Total	60

*Direct Practice methods include evidence-based interventions with individuals, groups, families, and communities. Administrative methods include studies in supervision, budgeting, program development, microcomputers, leadership, marketing, and legislative processes.

**The Social and Economic Development Concentration requires six hours of Theory, Problems, and Issues and six hours of Methods, rather than 3 hours of Theory, Problems, and Issues and 9 hours of Methods.

Characteristics of Practicum Sites by Concentration Area

Following successful completion of the foundation practicum, a practicum of five (5) credits or 600 hours must be completed in the chosen area of concentration.

Children, Youth and Families Concentration Practicum – The practicum site must be an organization that responds to the needs of families, children and/or youth; examples of services these agencies might provide include working with emotionally disturbed children and their families, working with abused and/or neglected children and their families, working with children in foster care and adoptions. Agencies can be either public or private. The practicum site can offer learning opportunities in direct service or planning and administration. Examples include residential facilities for children and youth, the Family Court, Division of Family Services, child mental health facilities, and other child welfare organizations.

Gerontology Concentration Practicum – Students will select a practicum site from over 25 community agencies that represent the continuum of care, ranging from programs and services for well elders to programs and services for the most dependent elders. Practicum sites include community-based services, such as multi-purpose senior centers and housing programs; acute care services in medical settings, such as hospitals, geriatric and geropsychiatric assessment units, and rehabilitation centers; adult day care services; home care and hospice programs; residential care, such as nursing homes and assisted-living communities; advocacy and case management services. Students must work with diverse populations in practicum.

Health Care Concentration Practicum – The practicum site must be an organization that provides health care services for clients, or that focuses on the activities of health planning, administration, or the development and analysis of health policy. Examples include hospital settings, community health outreach and referral programs, health maintenance organizations, prevention and early screening

programs, long-term care facilities, home health, and interdisciplinary teams in maternal and child health or developmental disabilities.

Mental Health Concentration Practicum - The practicum site must be an organization in which the primary focus for the student is the planning, administration or delivery of mental health services. Examples include mental health centers, hospitals, managed care settings, religious social service centers, and outreach facilities.

Social and Economic Development Concentration Practicum – The practicum site must be an organization in which primary focus is on community/ social/economic development; organizations may be public or private, with a mission to serve poverty groups and/or groups at risk because of race, gender, geography or other variables. Examples include community and neighborhood organizations; planning and development agencies; economic development agencies; government offices. These may be local, state, national or international agencies.

Individualized Concentration Practicum – The practicum site must be an organization that provides opportunity for the student to combine elements of two or more concentrations of focus.

Specializations – Students completing a specialization in one of the following areas will have to incorporate the following requirements into the learning objectives for their respective concentration. Concentration coordinators provide special assistance to students in identifying opportunities in their specific area:

- Management, the practicum site must afford the opportunity for a student to complete one credit (120 hours) on management tasks and activities.
- Research, the practicum site must afford the opportunity for a student to participate in a research project approved by the coordinator of the research specialization and must lead to development of a written research report.
- Social Entrepreneurship, the practicum site must afford the opportunity for a student to participate in any part of the process of designing and/or developing a new program or enterprise for the organization.

What You Need to Know Before Starting a Practicum

Professional Liability Insurance

Washington University in St. Louis carries a primary \$2 million policy for its various professional fields. This program covers duly registered Brown School students for events that may occur while performing duties in their field practicum. Students can obtain proof of coverage by contacting OFE. Students wishing to obtain additional coverage at their own expense may contact the NASW Insurance Trust at (800) 638-8799, ext. 387.

Automobile Insurance

The University does not provide automobile liability coverage. Students who will be using their personal vehicle for agency business should negotiate automobile coverage with the organization prior to the start of practicum.

Special Accommodations

Students with disabilities or those requiring special accommodations in the field should discuss those needs with the Director of Field Education so that reasonable accommodations can be identified and recommended. Reasonable accommodations are tools or arrangements that facilitate or enhance the performance of a student with a disability and will be discussed with the student, field instructor, and Director of Student Affairs.

Criminal Background Checks, Drug Screenings, HIPAA Certification, and Verification of Health Status

Some practicum organizations may require screenings, certification, and verification or vaccinations from students prior to beginning practicum. Such circumstances may include, but are not limited to the following: criminal background check, drug screening for illicit drugs, vaccinations, HIPAA training/certification, and/or verification of health status. Washington University does not require or facilitate such requirements of students. The field instructor should communicate directly with the student about these requirements and compliance with organizational standards and policies. Students are individually responsible for obtaining the required background checks, screenings, required trainings/certifications, and all associated costs and fees.

Students' Activities in Compliance with the NASW Code of Ethics

The Brown School supports the policies of affiliated practicum organizations. However, because practicum students are not employees of these organizations, students are encouraged to pay special attention to the requirements or their practicum tasks and duties in order to comply with the National Association of Social Workers (NASW) Code of Ethics. The code of ethics provides values and beliefs which serve as the foundation for morally responsible, social work practice that should guide students in their professional behavior as agents of the organization while in practicum.

Organization Policies

Students are required to comply with the rules and policies of the practicum site, insofar as they pertain to students' activities during practicum. It is the responsibility of the field instructor to ensure that students are well-apprieved of the organization's policies, consequences should violations of such policies occur, and dress and professional comportment aligned with organizational policies. Field instructors should also discuss with the student the potential for conflicts of interest regarding the policies of the organization and principles/ethics of the social work profession, if applicable (see "Students' Activities in Compliance with the NASW Code of Ethics" section).

Lobbying Activities

Students who will be engaged in formal lobbying activities as a part of the practicum experience should discuss with the practicum organization and the Office of Field Education the issue of registering as a lobbyist with the appropriate governmental entity. If the field instructor and student determine that registration is appropriate, the student must register as a lobbyist with the practicum organization and not with the University. It is the responsibility of the organization and student to comply with all laws and regulations relevant to lobbying.

Sharing Sensitive Information

The Office of Field Education will share all practicum-related information, in compliance with the Family Educational Rights and Privacy Act (FERPA), with appropriate persons including the student's academic advisor, the practicum field instructor, and the Associate Dean for Social Work. Relevant information is defined as information that may have an impact on the student's learning experience, clients, constituents, the practicum organization, field instructor, or staff. Such information, as appropriate, will be shared to

enhance the learning process. Field instructors are also expected to share relevant information with the Office of Field Education. The practicum organization may require the student to sign a release of information form for some types of information.

Mandated Reporting

As emerging social work professionals, our expectation is that students adhere to the NASW Code of Ethics and report incidents of suspected neglect or abuse; however, we recommend students discuss these situations with their field instructors to gain full appreciation and knowledge of the reporting process. It is also recommended that students familiarize themselves with individual State Laws (where they are completing practicum and/or where they intend to practice after graduation) that determine who is a mandated reporter: http://www.childwelfare.gov/systemwide/laws_policies/statutes/manda.cfm and http://www.ncea.aoa.gov/Main_Site/Find_Help/APS/Analysis_State_Laws.aspx.

Safety and Security of Students in Practicum

The safety of students in practicum is a priority for the Office of Field Education, and if not addressed, concerns about personal safety can significantly impact learning opportunities in the field. While the University does not wish students to be protected from the realities of professional practice, immersing students in the realities of practice can also expose them to safety and security risks.* The University and practicum organizations must partner to reduce risks to students in practicum. Therefore, field instructors and practicum organizations, when applicable should:

- Discuss safety and security matters with the student during the interview and throughout the practicum
- Relay information about the prevalence of or potential for violence while conducting practicum activities to the student
- Explain and enforce organizational safety protocols with the student, including building and office security, emergency procedures, management of violent clients and home visit safety procedures.
- Provide a tour of the surrounding neighborhood/community and address concerns the student may have regarding work in the community or area
- Allow the student to observe staff engaged in the work for which the student is preparing
- Allow the student to be observed while engaged in learning activities
- Provide the student with security resources (i.e., safety training and cellular phones) available from the practicum organization

Examples of activities that warrant special concern and discussion with the student and the Office of Field Education prior to the start of practicum include, but are not limited to:

- Physical restraint of clients
- Transportation of clients in the student's private vehicle or company vehicle
- Transportation of a client with a history of violent behavior
- Practicum work when at times, the student will be alone or in volatile areas where other staff will not be present

In the event that a student is involved in an incident resulting in the risk of or experience of any personal threat or assault to themselves or others during the practicum, they must complete an Incident Reporting Form (see “Incident Reporting” section).

**Note: Students are expected to follow organizational policies, procedures, and protocols regarding the necessity of home visits, if applicable.*

Practicum Selection and Resources

Affiliated Practicum Sites

Practicum must be completed at an affiliated practicum site. Affiliated practicum sites are agencies that have been reviewed and deemed appropriate by OFE standards and requirements to provide graduate-level, social work field practice and learning experiences to students. Practicum selection is made from lists of affiliated practicum sites, including local, out-of-state, and international agencies, agencies that work well for students attending the program on a part-time basis or who rely on public transportation, and agencies that might pay. These lists provide the names of affiliated agencies along with addresses, telephone numbers, and designated contact persons. These lists are available by foundation and concentration levels, and by specializations. (See “Affiliation Criteria and Procedures” for specific information on how to affiliate an agency as a practicum site.)

FieldWorks

FieldWorks is OFE’s database that allows students to use specific search criteria to selectively view and print information about affiliated practicum sites and field instructors. In addition to listing the Brown School’s affiliated agencies and field instructors, FieldWorks provides information about the organization and the learning opportunities available to students. FieldWorks may be accessed on Inside Brown.

Practicum Levels

Foundation Practicum

The foundation-level practicum is the first practicum experience students are required to complete. Students must complete three (3) practicum credits (360 field hours) at the foundation level, at selected organizations that are approved to provide foundation-level practica.

Site Requirements and Supervision for Foundation Practica – Foundation-level practicum sites must meet **all** of the following requirements:

- Located in the Greater St. Louis metropolitan area (within a 90-mile radius of St. Louis city)
- Have an approved and affiliated, on-site field instructor who has an MSW degree
- Have the capacity to provide students with a minimum of 50 hours of direct, face-to-face client contact

A student must complete the foundation core courses and foundation practicum (i.e., 360 practicum hours with a grade of “PASS”) in order to begin the concentration-level practicum.

Foundation Practicum Integrative Seminar – The Foundation Practicum Integrative Seminar, a one credit, 16-hour class, is taken concurrently with the first semester of the foundation practicum. The seminar integrates theoretical constructs and evidence-based practices with hands-on skill application and exposure to varied professional roles, values, and ethics of the social work profession. In the seminar, students utilize discussion, case presentations, group exercises, writing, and other assignments to process their field work experience in supervision and client interactions; debrief practice challenges in a supportive environment; and begin honing professional development skills through a peer-to-peer learning experience. The seminar strongly emphasizes generalist social work practice, with an emphasis on issues of diversity, social advocacy, social change, and social and economic justice.

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Concentration Practicum

Students must complete five (5) practicum credits (600 field hours) of concentration practicum. Following successful completion of the foundation practicum (or upon the designation of advanced standing status for BSW-degreed students), the concentration practicum must be completed in one of the five (5) concentration areas: Children, Youth and Families, Gerontology, Health, Mental Health, and Social and Economic Development. Concentration practicum hours may **not** be completed concurrently with foundation practicum hours (students are not allowed to register for foundation and concentration practicum hours in the same semester). The Office of Field Education does not recommend that students complete both foundation and concentration practicum at the same location. However, an exception to this policy may be made if specific conditions are met. Students must contact the Office of Field Education directly to request an exemption to this policy.

Site Requirements and Supervision of Concentration Practicum – Concentration practicum hours can be completed in the Greater St. Louis area, out-of-state, or abroad (internationally), but must be completed under the supervision of an affiliated and on-site field instructor with an MSW or related master's or higher degree (MPH, MBA, MA, MS, MD, PhD, etc.).

Individualized Practicum – Those students who wish to have a learning focus different from the five established concentrations of study may develop and request approval of an individualized program of study from the Associate Dean of Social Work. This may be done by combining two or more concentrations or by focusing on a different population or social problem arena. For example:

1. Student interested in health and mental health – In this case, a student might choose an inpatient psychiatric setting for the practicum and select either a health or mental health focus for their general responsibilities.
2. Student interested in women's issues – In this case, a student might select a practicum in a women's shelter or areas of reproductive health and counseling with the focus on the theory, policies, ethics, services, etc., of women's issues.

Students individualizing their concentration area must use the practice behaviors identified and approved in their Individualized Program of Study Planning Form to develop the Individualized Concentration ELA.

Faculty Coordinator – An OFE staff member or another faculty with an MSW may assume the role of faculty coordinator of the practicum. Since the field education experience and social work expertise of field instructors without an MSW will vary, the extent of direct faculty coordinator involvement in the practicum will also vary. This may include phone contacts, email, and meetings with the student to instruct, coordinate, or monitor field learning assignments. The role of the faculty coordinator is to ensure that a social work focus is maintained in planning for practicum, in field instruction, and in evaluating the practicum experience. There are three major areas of the faculty coordinator responsibilities:

- ELA Preparation – As needed, ensure required practice behaviors are addressed; identify specific areas that will require a faculty coordinator's involvement to ensure that a social work focus is

maintained in the practicum; and review and indicate approval of the ELA by signing face sheet when applicable.

- Social Work Focus – Provide involvement necessary to assist the student in addressing each practice behavior and describe in the ELA the specific role of the faculty coordinator in ensuring the application of social work principles.
- Evaluation – Ensure evaluation is based on the competencies and related practice behaviors and the corresponding activities outlined in the ELA.

Integration of Evidenced-Based Theory and Practice – If students plan on taking *Evaluation of Programs and Services* or other courses that require concurrent enrollment in practica (e.g., *Developing Programs for Children and Youth*), careful planning is needed to ensure the course is offered in the same semester in which the student plans to enroll in concentration or elective practicum. The policy evaluation course stresses integration of class and field learning; however, concurrent enrollment in practicum is recommended but not required. OFE recommends that students meet with their advisors and/or check their respective concentration curriculum to ensure course and field requirements are met.

Elective Practicum

An additional one (1) credit to five (5) credits of practica can be taken as elective courses, once concentration practicum requirements have been met with a passing grade. One elective practicum credit equals 120 hours in the field and may be taken at the same agency where the concentration practicum was completed or at a different field site.

Requirements for elective ELA at the same field site:

- Students must indicate the desire to complete additional elective credit at the concentration site on the ELA face sheet. (A new ELA is not required.)
- If registered in the same semester as concentration practicum, students must complete the concentration portion of their practicum (including submission of paperwork) before beginning elective practicum hours.

Requirements for elective ELA at a different field site:

- Students must complete a new Registration Form and the appropriate concentration ELA for elective credit at a different affiliated site.
- Registration and ELA deadlines for elective practicum are the same as foundation and concentration practica.
- Students must attend to a specific number of competencies in the ELA, based on how many elective credits they are registered for:
 - If you register for one elective credit, attend to at least **two** core competencies
 - If you register for two elective credits, attend to at least **three** core competencies
 - If you register for three credits, attend to at least **four** core competencies
 - If you register for four credits, attend to at least **five** core competencies
 - If you register for five credits, attend to at least **six** core competencies
 - (Selection of the competencies must reflect the educational goals the student wishes to achieve.)
- If students register for elective practicum credit in the same semester as concentration practicum credit, students must complete all required concentration practicum credits and requirements (including submission of paperwork) before beginning elective practicum hours.

Dual Degree MPH/MSW Practicum

Dual degree MPH/MSW students are required to complete three practica experiences to graduate: MSW foundation practicum (3 credits), MPH practicum (3 credits), and MSW concentration practicum (2 credits), for a total of eight (8) practicum credits. The MSW foundation practicum must be completed

prior to starting the MPH or MSW concentration practicum. The MPH and MSW concentration practica can be completed in succession or concurrently, either at the same site or at different sites. Dual degree MPH/MSW students receive equivalent credit for the MPH practicum, which serves as a dual MPH/MSW practicum and requires that the practicum organization is affiliated for **both** MPH and MSW. Subsequently, when completing the MPH practicum, dual degree students must develop and complete **two** Educational Learning Agreements (ELAs), an MPH ELA and a concentration-specific MSW ELA.

Types of Practicum

One-Semester and Two-Semester Practica

In consultation with the field instructor, students may elect to complete practicum over a period of one semester or two semesters. In a one-semester practicum or in the first semester of a two-semester practicum, an approved copy of the Educational Learning Agreement should be provided to the field instructor by the student. Students are required to submit only **one** Educational Learning Agreement during their practicum experience at any one organization.

Practicum at Place of Employment

The Office of Field Education does not recommend that students complete practicum at their place of employment. An exemption from this policy may be requested by students through submission of the Petition to Complete Practicum at Place of Employment Form. Students approved to complete practicum at their place of employment must ensure that the following conditions are met:

- The organization and field instructor must be affiliated with the Brown School
- The field instructor cannot also be the student's day-to-day work supervisor
- The practicum must be in an entirely different program/department than the one in which the student is employed
- Practicum hours cannot be counted as work time, nor can work time be counted as practicum hours
- The student must be evaluated as a learner rather than as an employee
- The Educational Learning Agreement must attend to all competencies and practice behaviors as related to the practicum experience and not to the student's regular work tasks and duties

Two Field Practica at the Same Agency

OFE does not recommend completing both foundation and concentration practica (the required 960 hours) at the same agency. If a student thinks there is a compelling reason to complete both foundation and concentration level practica at the same agency or organization, an exception to this policy may be requested. The student's rationale for an exception to this policy must address the following questions:

- Has the student previously had significant social work experience with MSW supervision?
- Is an affiliated field instructor, different from the designated field instructor in the previous practicum experience, available for supervision?
- Will the learning activities and opportunities to demonstrate practice behaviors differ substantially in regard to knowledge building, values, and skills or enhance their level of expertise and professional development?
- Can the student demonstrate that the skills used and experiences gained in the concentration-level practicum are different than those previously attained at the foundation practicum?

Paid Practicum

A paid practicum may be offered at the discretion of the practicum organization. While it is appreciated when practicum organizations are able to provide compensation to students in practicum, it is not a requirement for an organization to serve as a practicum site.* There is no minimum or maximum amount of compensation a student may receive. However, under no circumstances may the field instructor or practicum organization alter the agreed upon Educational Learning Agreement, contracted practicum hours, or practicum requirements as a condition of a compensated practicum without the approval of the Director of Field Education. In addition to the Practicum Timesheet required by the Office of Field Education, field instructors may require students to complete the organization's timesheet to track and verify practicum hours in compliance with the organization's protocols.

Out-of-State and International Practica

Upon approval from the Office of Field Education, students who have completed the foundation practicum with a passing grade can apply to complete concentration practicum outside of the Greater St. Louis area in any U.S. city or state, or outside of the U.S. in another country. Out-of-state or international organizations and professionals must meet the same criteria to affiliate as practicum organizations and field instructors that apply to local organizations and professionals. Students requesting to complete their practicum at an out-of-state or international location must submit the required documents, be approved for the experience, and follow the Office of Field Education's policies and requirements for out-of-state and international practica.

**Note: For the consideration of offering students compensation for practicum, please note that students do incur a financial expenditure for registering for practicum, as it is a course for which students must pay. Students completing out-of-state and international practica do incur additional travel and lodging expenses for which they are financially responsible, as Brown School does not provide stipends or financial support to students for practicum.*

Practicum Requirements for Students

Mandatory Field Preparation Session

Prior to entering the field, each student is required to attend a mandatory field preparation session facilitated by the Office of Field Education. The mandatory preparation session is designed to help students prepare for field work. During the session, information on practicum selection, practicum requirements, procedures, and due dates for practicum-related documents.

Practicum Registration

Course Requirement – Practicum is a course requirement and students must register for the practicum course corresponding to the appropriate practicum level to receive credit for field work. Practicum may be completed in the fall, spring, and summer semesters each academic year.

Practicum Registration Requirements – In addition to registering for practicum as a course through the University's system, students are required to register their practicum online with the Office of Field Education no later than **two weeks prior** to the start of practicum or by the specified due date. Online registration is required every semester a student is in practicum and will be approved if both the organization and field instructor are currently affiliated. Notification will be sent via email to the student and field instructor regarding non-acceptance of the registration with an explanation for the rejection of

the practicum. A student may not accumulate practicum hours with a non-affiliated organization or under the supervision of a non-affiliated field instructor.

Educational Learning Agreement (ELA)

The student must meet with the field instructor to develop an ELA. The ELA serves as a contract to guide and monitor the student's progress toward gaining professional social work competency during the field experience. To receive credit for practicum hours, the student must submit three signed copies of the ELA to the Office of Field Education for review and approval by the specified date or before completing 40 hours in practicum, whichever occurs first. Accumulation of practicum hours may continue while the ELA is being reviewed. Students and field instructors will be notified if revisions are required and/or when the ELA is approved. No credit for hours completed during practicum is given if an ELA is not submitted and approved according to practicum guidelines. Specifics of the ELA are described in "Instructions and Overview of the ELA" in the "Practicum Requirements for Field Instructors" section.

Student Self-Evaluation of Competencies and Performance

No later than two weeks prior to the anticipated ending date of practicum, the student is required to complete the Student Self-Evaluation of Competencies and Performance (available online) and provide a copy to their field instructor for review each semester they are in practicum. Using a five-point scale, students must evaluate their practice based on the completion of each practice behavior and competency. Following is the five-point scale:

- 5 = Consistently exceeds expectations
- 4 = Exceeds expectations
- 3 = Meets expectations
- 2 = Progressing
- 1 = Failing to meet expectations (comments required)

Students must also provide specific examples of their practicum performance in various professional areas as indicated in the evaluation.

Student Self-Evaluation Worksheet – The Student Self-Evaluation Worksheet is a tool provided to students to help them prepare for the Student Self-Evaluation of Competencies and Performance. This worksheet is to be used by students throughout their practicum to track learning activities and summaries of each competency, and compile self-assessment summaries that will be required in the self-evaluation. Responses in the worksheet can be cut and pasted from this document directly to the student's self-evaluation. This worksheet is optional for students, but strongly recommended. Field instructors may require students to use the worksheet throughout the practicum to review their tasks and progress in practicum during supervision meetings.

Practicum Timesheet

Students are expected to document all hours accumulated throughout the practicum on the Office of Field Education's Practicum Timesheet, which is available to students on Inside Brown. Completion of the Practicum Timesheet is governed by Brown School's policies regarding Academic and Professional Integrity. The timesheet must be monitored by the field instructor, signed by the student and field instructor (after completion and review of the student's self-evaluation and the field instructor's evaluation) and submitted to the Office of Field Education at the completion of practicum hours each semester the student is in practicum. Students may not accumulate more than 40 hours per week in practicum.

Student Assessment of Practicum Experience

Students are required to thoughtfully and critically assess their practicum experiences by completing the Student Assessment of Practicum Experience survey at the end of every semester in practicum. Field instructors have requested this candid feedback to improve their effectiveness as mentors and to enhance the organization's practicum experience for future students. Survey results are anonymously made available to Brown School students engaged in the practicum search process. Field instructors are also provided the results of the survey (a semester after students' grades have been assigned) to use as feedback to evaluate, for example, their personal effectiveness as a supervisor/mentor, the organization as a learning environment, or enhancement of the practicum experience for future students.

Practicum Requirements for Field Instructors

The field instructor/student relationship is critical to the development of competent social work professionals. To that end, field instructors are provided the following resources and training.

Field Instructor Training

Field instructors are required to receive field instructor training from the Office of Field Education. There are two options for field instructor training, each discussed below. For clarification of which training is needed to supervise students, field instructors should contact the Office of Field Education.

Online Tutorial – The online tutorial provides information and guidance for field instructors regarding effective techniques to manage supervision of practicum students, suggestions on how to enhance the practicum experience for both the practicum organization and student, and review of the requirements of the practicum. The tutorial takes no longer than one hour to complete and may be completed in sections over a period of time at the convenience of the field instructor. No continuing education credits or certification are offered for completing the tutorial.

Field Instructor Certification Program – The Field Instructor Certification Program is a six-session training program for local field instructors (in the St. Louis metropolitan area) who want to supervise MSW or dual degree MPH/MSW students in practicum. This program is facilitated by the field staff and directors from Brown School, Fontbonne University, St. Louis University, and University of Missouri-St. Louis. Each of the six sessions is offered at least once throughout the academic year and field instructors have a two-year time period to complete all six sessions. **A field instructor required to participate in the certification program must attend at least the first session of the training before they can begin supervising practicum students.** Continuing Education Units (CEUs) are offered for each of the six sessions and a certificate will be granted to field instructors upon successful completion of the program.

Training for Field Instructors of Dual Degree MPH/MSW Students – Local field instructors who want to supervise dual degree MPH/MSW students are required to attend the Field Instructor Certification Program.

Field Instructor Evaluation of Practicum

After reviewing the student's self-evaluation and timesheet (to verify required hours have been completed), the field instructor completes the Field Instructor Evaluation of Practicum, available online through a link and password that will be emailed to the field instructor. The field instructor evaluates the student's performance of each practice behavior and each competency, based on the same five-point scale used in the student's self-evaluation. The field instructor also evaluates the student's overall performance of the practicum experience. Field instructors should print their final evaluations for review with the student.

Printing the Field Instructor Evaluation of Practicum – Field instructors will need to print each page of the evaluation before advancing to the next page in order to get a complete copy to share with their students. The field instructor’s signature on the Practicum Timesheet verifies that the field instructor has reviewed their evaluation with the student.

Weekly Supervision

Field instructors are required to provide one hour of weekly, individualized supervision to each student in practicum. The weekly meeting should include an agenda of topics prepared by the student to discuss.

Topics may include:

- Updates on the student’s progress with tasks and projects
- Challenges/problems faced by the student
- Accomplishments/goals the student has achieved
- Issues of cultural competency and diversity (within the organization and with clients/constituents)
- Processing of the organizational culture
- Identification of training opportunities for the student
- Discussion and mentoring regarding the student’s professional development and career goals
- Discussion of news and information impacting the social work field, and that is relevant to the organization’s field of service, the student’s tasks/projects, etc.

Group Supervision – Organizations hosting more than one practicum student or other interns may choose to offer group supervision to students as a **supplement** to (but not in lieu of) individual supervision. Group supervision may be used to orient a group of students to the organization, allow students the opportunity to meet other interns and coordinate student projects, or provide a forum for guest speakers and professional development for students that enhance their practicum experience.

Task Supervisor – The Brown School differentiates between an affiliated field instructor and an organizational task supervisor. A task supervisor is often a staff member who assumes specific responsibilities for the student’s practicum learning as delegated and monitored by the field instructor. A task supervisor does not replace the field instructor nor can the task supervisor substitute for the field instructor in weekly supervision.* Therefore, the task supervisor is not expected to meet Brown School’s criteria for supervision and evaluation, but should be informed of Brown School’s practicum requirements and procedures. It is the responsibility of the field instructor to help the student integrate the task supervisor’s contribution into the overall learning experience.

**Note: The Office of Field Education recognizes that on occasion, a field instructor may be unavailable to meet with the student for weekly supervision (e.g., field instructor is on vacation or at an out-of-town conference/meeting). In these instances a task supervisor may meet with the student to monitor their progress and address any concerns or issues. However, this substitution is only acceptable for short-term situations. Field instructors who will be absent for supervision over an extended period of time must notify the Office of Field Education to discuss a plan for continuing supervision.*

Developing the Educational Learning Agreement (ELA)

Instructions and Overview of the ELA

The ELA (Educational Learning Agreement) is the learning contract developed by the student in consultation with the field instructor. Essentially, the ELA serves as the student’s “job description” for practicum and should be used as a guide for developing and monitoring learning activities, goals, and objectives. A revised copy of the ELA or a written addendum specifying new tasks and duties for the

student must be submitted to the Office of Field Education if substantive changes are made in the student's primary assignments. Details and instructions on completing the ELA are following.

ELA Face Sheet

The ELA Face Sheet serves as the cover page for the ELA and provides the student, field instructor, and Office of Field Education with specific information related to the practicum, contact information for the student and field instructor, the number of credits (corresponding to contracted work hours) to be completed, the number of semesters the student intends to be in practicum at the organization, and additional information helpful to the Office of Field Education. The bottom half of the Face Sheet provides a place for signatures, which are required. Once the ELA is completed and signed, the student is responsible for submitting three copies of the ELA to the Office of Field Education for final approval. Students and field instructors are notified via e-mail when the ELA is approved or if revisions are required.

ELA Part I

Field Experience Overview – The “Field Experience Overview” section is to be completed by the student in consultation with their field instructor. In this section, students are asked to provide a general description of the organization, including nature of work in which the organization is engaged, population served, general organizational structure, and the student's role in the practicum. Students must also summarize how they are oriented to the organization, including information on safety and security procedures. All responses should be in paragraph form.

In the “Summary of Primary Activities” section, students are asked to list the primary activities in which they will be engaged during the practicum. Students are encouraged to think about activities that allow them to engage in multiple levels of social work practice, including intake assessments, evaluations, case management, and community-level engagement, etc. This section is divided into the following categories:

1. Primary daily responsibilities (e.g., organizing community meetings, reviewing policy briefs, data analysis, grant writing, etc.)
2. Professional development opportunities (e.g., training sessions, seminars, in-services, etc.)
3. Brown School brown bags, workshops, or other professional development programs (students may receive credit for up to 16 hours of practicum work for attending such workshops; field instructors are encouraged to attend with students)
4. Long-term projects or products assigned (e.g., collecting/analyzing data for an evaluation project, preparing a grant, leading groups, etc.)
5. Administrative/clerical expectations (e.g., scheduling meetings, preparing presentation handouts, locking up facility, etc.)

Supervision (To be completed by the field instructor) – It should detail the process and method of supervision the student can expect throughout the course of the practicum experience. In addition to indicating the day and time of weekly supervision, the field instructor is asked to address the following questions:

- How should the student prepare for the weekly supervision meeting (e.g., prepared agenda, samples of documentation, project summaries, journals, etc.)?
- Describe any process that will enhance or supplement supervision (e.g., observation, discussion, feedback, journaling, process recording, group supervision, etc.).
- Provide a brief narrative describing how student will be formally evaluated throughout the course of this practicum (e.g., successful completion of formal trainings, evaluations from presentations given, other staff feedback, quizzes, etc.).

- Will anyone else (e.g., task supervisor, program manager, trainer, etc.) provide the student with input regarding student's assignments and performance? If yes, how will student receive feedback from all involved persons? How will the field instructor incorporate this feedback in the student's final evaluation?
- What empirically supported practices will student use during the practicum (e.g., assessment tools, intervention models, literature review, practice guidelines, practice experience, professional training, research methods, systematic reviews, etc.)?

ELA Part II

Anticipated Learning Process – The Anticipated Learning Process section allows the student and field instructor to identify the anticipated learning process the student will experience to address each practice behavior (categorized in seven competency professional areas), and whether or not the practice behavior will be addressed in the first semester or second semester (if applicable) of the practicum. Each competency is listed in the ELA along with related practice behaviors.

ELA Competencies and Practice Behaviors – Through the ELA, students at all practicum levels (foundation, concentration, and elective), must address all ten (10) competencies while in the field. Each competency is operationalized through the scope of delineated practice behaviors that correspond to each competency. (See concentration-specific ELAs on “Inside Brown” for related practice behaviors.) The ten competency areas are:

Competency #1: Identify as a professional social worker and conduct oneself accordingly.

Competency #2: Apply social work ethical principles to guide professional practice.

Competency #3: Apply critical thinking to inform and communicate professional judgments.

Competency #4: Engage diversity and difference in practice.

Competency #5: Advance human rights and social and economic justice.

Competency #6: Engage in research-informed practice and practice-informed research.

Competency #7: Apply knowledge of human behavior and the social environment.

Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Competency #9: Respond to contexts that shape practice.

Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Concentration Specific Practice Behaviors – While the ten competencies remain consistent throughout the Brown School's course syllabi and throughout practica, the specific practice behaviors vary by concentration to allow the student to focus on their area(s) of interest. The concentration-specific ELAs can be found on Inside Brown. Students who choose to individualize their concentration will include (in their Individualized ELAs) practice behaviors that were identified and approved in their Individualized Program of Study Planning Form. (See “Individualized Practicum” section.)

FLAIR (Evidence-based Practice Process)

Students are required to document how FLAIR was operationalized at their practicum agency in the Student Self-Evaluation of Competencies and Performance at the end of the semester (as directed in ELA Part II). While students are trained on the FLAIR format, support from the field instructor may be needed for students to complete this assignment. To increase the understanding and use of evidence-based practice, FLAIR training is offered for field instructors throughout the academic school year (contact the Office of Field Education for more information). Following is a description of the FLAIR components students are required to address in practicum:

- **F**ormulated an empirically relevant question answerable by data (e.g., “Why do members of X racial group often drop out of treatment?” or “What organizational factors have been shown to most directly influence client outcomes?”)
- **L**ocated the Best Available Evidence
- **A**ssessed the quality of the evidence you found
- **I**ntegrated the best available evidence with professional judgment, client factors, and social context
- **R**eviewed how things went (e.g., Did you find the information needed? Did you implement a new plan? How did it go?)

ELAs for Dual Degree MPH/MSW Students

Dual degree MPH/MSW students are required to submit two ELAs: one for the MPH program and one for the MSW program. Field instructors should consult with dual degree MPH/MSW students to assist with construction of tasks, assignments, and duties relevant to each ELA.

Monitoring, Credits, and Evaluations

Overview of Mid-Semester Site Visit

The student and field instructor begin facilitation of the scheduling of the site visit by suggesting a time for the visit on the Face Sheet of the Educational Learning Agreement. The site visit will occur approximately midway through the completion of practicum hours **each** semester the student is in practicum. The objectives of the site visit include:

- Ensuring weekly, well-organized supervision meetings are occurring
- Facilitating productive educational relationships between the student and field instructor
- Monitoring competencies through student activities, learning, and practice behaviors
- Monitoring and facilitating integration of course and field learning
- Identifying needs and curriculum development trends from a field perspective
- Implementing or evaluating a “Practicum Improvement Plan,” if applicable (see “Practicum Improvement Plan” in “Problems in the Field” section)
- Strengthening Brown School and community relationships

Site Visit – The student’s academic advisor or a Brown School professional will monitor the student’s progress in the field and conduct a minimum of one on-site visit per semester, each semester the student is in practicum. As implied the “site visit” is to occur at the organization (unless the practicum is at an out-of-state or international location, in which case a video or phone conference will be scheduled or an e-mail will be sent).

Evaluation

Evaluation is viewed as a continuous process occurring throughout the course of the practicum experience, a necessary aspect of public accountability and, hence, a necessary part of social work practice. The Student Self-Evaluation of Competencies and Performance is completed by the student and provided to the field instructor two weeks prior to the completion of practicum hours each semester a student is in practicum. Following the review of the student’s self-evaluation during supervision, the field instructor must complete and submit online their evaluation of the students’ performance using the Field Instructor Evaluation of Practicum. Both of these evaluations provide important feedback regarding the student’s progress and professional aptitude in the practicum.

Practicum Grades

Practicum grades are based on the demonstration of professional competencies, and through the application of knowledge, skills, and abilities. Upon receipt and review of the student's self-evaluation, the assessment of practicum experience, the field instructor's evaluation, and the practicum timesheet, the Director of Field Education will assign a final practicum grade. Final practicum grades are PASS/FAIL.

Required Credits

Foundation practicum requires students work 360 hours in the field for three credits and concentration practicum requires students work 600 hours in the field for five credits (each practicum credit is equal to 120 clock hours of field work). Lunch hours and travel time to and from the practicum setting are not counted as time worked. Students are allowed to register for up to five practicum credits a semester; however, students cannot exceed a 40-hour work week.

Elective Credits

Elective practicum credits can be earned upon completion of all of the foundation and concentration practicum hours. Up to five elective practicum credits may be earned. Each elective practicum credit requires 120 clock hours.

Problems in the Field

There are occasions when problems arise during the practicum involving the student or that affect their practicum experience. It is crucial that any problems or concerns associated with a student's performance in the field, with a field instructor, or with the practicum organization are brought to the attention of the Office of Field Education as soon as they become apparent. Only in this way will the student and field instructor have full opportunity to initiate timely corrective steps to remedy a resolution, as described below.

Student Behavior

All Brown School students are expected to practice professionally, ethically, and morally during practicum. This expectation is expounded throughout the academic year in various trainings and coursework, and is mandated within the practice behaviors and professional competencies and the Education Learning Agreement. Yet, there may be times when a student's behavior (intentional or unintentional) impedes successful performance in the practicum or is detrimental to the mission and/or operations of the practicum organization. The following are examples of student behavioral issues in practicum:

- Excessive absenteeism or tardiness – excused or unexcused
- Failure to provide reasonable notice of an unscheduled absence from the practicum
- A single gross violation or repeated violations of the NASW Code of Ethics
- Gross or repeated violations of the organization's policies and/or procedures
- A sustained low level of performance that is unresponsive to corrective action
- Reporting to the practicum site under the influence of drugs or alcohol
- Evidence of severe, personal behavior problems that impeded completion of work tasks or projects
- Maintaining, after it has been addressed, a hostile, negative attitude incompatible with the values of the profession of social work, manifested in behaviors towards clients, constituents, instructors, peers, organization staff, and/or University staff
- Failure to maintain professional boundaries and behaviors in respect to the organization's clients, constituents, and staff

- Any sexual or inappropriate relationship with a client, constituent, or staff member

When such behaviors occur, field instructors have several courses of action to remedy a solution to the situation:

Practicum Improvement Plan (PIP) – If alerted to problems related to student behavior early in the semester, the Office of Field Education may develop a “Practicum Improvement Plan” to assist the student with improving behavior. The improvement plan is completed by the field instructor and academic advisor, signed by the student, field instructor, or Brown School professional, and must contain the following information:

- Narrative of identified concern/behavior
- Description of previous attempts to address the concern, including educational feedback, increased supervision, changes in the Educational Learning Agreement, or other interventions
- Plan for resolution, including specified deadlines, clearly stated objectives for all involved parties (i.e., student, field instructor, task supervisor, etc.) and their subsequent responsibilities, and what measures of success will be utilized to determine if the improvement plan is successful

A copy of the plan must be provided to the student, the field instructor, and the Office of Field Education. The Director of Field Education must be kept informed of all problematic field-related instances involving the student and field instructor, and may become directly involved at any point in the process. If the student’s performance remains unsatisfactory following the implementation of the PIP and it appears that a failing grade will be the resulting occurrence, communication and/or a meeting between the student, field instructor, advisor, and the Director of Field Education will be scheduled.

Student Termination from Practicum – If the objectives of a Practicum Improvement Plan (as summarized above) cannot be achieved and the student’s behavior does not improve after consultation between the student, field instructor, and the Director of Field Education, a student may be terminated from practicum. The Office of Field Education will consult with the student and the field instructor regarding the specifics and requirements of the termination, and initiate the process. A student may also be removed or terminated from practicum for the following reasons:

- Failure to meet academic and behavioral standards of the policies and procedures of practicum (as outlined in the Office of Field Education “MSW Field Education Student Handbook”)
- Failure to disclose critical background information on application forms or in pre-practicum and practicum interviews

Unanticipated Circumstances

Some problems that occur during practicum are due to changes beyond the student’s or field instructor’s control such as changes with the field instructor (e.g., field instructor leaves or is terminated), changes within the organization (e.g., internal restructuring or loss of funding), or changes with the student other than behavioral problems (student illness or death in the family). The field instructor or organizational representative is required to notify the Office of Field Education as soon as possible when circumstances necessitate change in supervision or if a practicum must be terminated. A student may also be removed from field due to:

- Decision of the Office of Field Education and/or recommendation of the site visitor that the organization is not meeting the outlined learning objectives of the Educational Learning Agreement
- The practicum organization or field instructor fails to demonstrate commitment to the Brown School field program requirements

- Failure of the field instructor in providing consistent supervision over the student's learning experiences and activities
- Student's personal safety is jeopardized by continuing in practicum

Change in Field Instructor – Whenever possible, the field instructor or organizational representative (in the event that the field instructor is no longer employed by the organization or otherwise incapacitated) is encouraged to explore all options that might allow the student to remain at the practicum site under different, pre-approved, supervision. If another professional from the organization is available to serve as field instructor, students may complete a Petition to Change Field Instructor Form with assistance of the current field instructor. The Office of Field Education will only approve a change in field instructor if the proposed field instructor is able to meet the requirements for affiliation. On a case-by-case basis, the Office of Field Education may work with the practicum organization to determine an alternative plan for supervision.

Student Requested Termination from Practicum – Students have the right to request that the practicum be terminated through the completion and submission of the Petition to Terminate Practicum Form which must be signed by the student, field instructor, and Office of Field Education. This form initiates a review of the practicum situation but does not automatically end a practicum experience until approval from the Office of Field Education is received. If the approval for termination is granted, the student may receive a grade for hours completed, if they are equal to at least one credit (120 work hours). For students accumulating less than 120 practicum hours, in most cases, credit for hours worked or an assignment of a grade will not be granted; and the student will be expected to complete all required hours in his or her next practicum.

Incident Reporting

Washington University is not in a position to take action against incidents involving students that occur off site, but the School will assist students in documenting any incidences in which a student is involved (see “Safety and Security of Students in Practicum” section). Students, field instructors, and/or advisors can use the Practicum Incident Reporting Form to document the details of the incident and to assist in determining the action needed to be taken. The form is available for students through Brown School and available to field instructors under the “Community Resources – Field Instructors Resources” menu of Brown School's website (gwbweb.wustl.edu). This form should be completed in addition to reporting documents required by the practicum organization, field site, Washington University, Brown School, or other investigating officials, and in no way substitutes for the forms, policies, or procedures that are required by any parties affected by or responding to the incident. Completed forms should be returned to the Office of Field Education.

Criteria for Continuation of Affiliation Partnerships

Affiliation partnerships between Brown School, field instructors and organizations are the hallmark of successful practicum experiences for our students. To ensure the synergism of the partnership is supported, the Office of Field Education requires field instructors and practicum organization to continue to meet the criteria of the affiliation as outlined in the affiliation application process and below. Partnerships of affiliation are granted for a period of three years and must be renewed every three years. However, the Office of Field Education, the field instructor, or the organization may request to terminate or suspend an affiliation partnership at any time. Such requests should be made in writing.

Criteria for Continuation as an Affiliated Practicum Organization

- Currently employ an affiliated field instructor

- Commitment in philosophy, policies, values, ethics, and practice of the social work profession and services (and the public health profession and services for dual MPH/MSW sites)
- Ability to provide graduate level learning opportunities that are consistent with the student's educational development and the organization's social work mission and services
- Competent staff (including at least one affiliated field instructor) sufficient to maintain program services without relying on students' contributions)
- The ability to provide the resources necessary for students to carry out assignments, (e.g. telephone, desk, computer, administrative support, etc.)
- Willingness to invest necessary resources in student learning, including adequate release time for field instructors to attend School-sponsored meetings and to supervise students (defined as sufficient time for adequate review of the student assignments and learning goals; the requirement is at least one hour of individual supervision per student per week)
- Commitment to social work education, ability to provide quality learning opportunities for students as measured by quality and scope of assignments, diversity of clients/partners, service to underserved populations, and other appropriate criteria
- Clear differentiation between the student's role as employee and the student's role as a graduate-level learner if student is employed at site
- Organization must have existed for a minimum of one year and have received an affiliation site visit by an Office of Field Education staff member, when feasible

Criteria for Continuation as an Affiliated Field Instructor

- Demonstrated competence in supervision
- Provision of one hour per week (per student) regularly scheduled supervision meetings
- Provision of graduate-level practice experiences in keeping with individual student needs/abilities
- Demonstrated commitment to the construction of the Educational Learning Agreement
- Willingness to share expertise, time, and professional experiences with student(s)
- Willingness to meet with student(s) informally via unscheduled conferences and meetings (as needed)
- Participation in site visit each semester that a student is in practicum
- A pattern of positive interactions with students, advisors, and Office of Field Education staff
- Timely and appropriate communications with the Office of Field Education as needed
- Timely submission of evaluations and other practicum documents
- Submission of updated Field Instructor Application as requested periodically by the Office of Field Education
- Continued employment in "good standing" with the practicum organization
- Demonstrated professionalism in conduct and character

Field Instructor Benefits

As a show of appreciation to field instructors supervising practicum students, the following benefits are granted by Brown School and Washington University. Field instructors should contact the Office of Field Education directly about these benefits for more information:

- Nexus, The Practicum Newsletter – Office of Field Education newsletter with information about Brown School educational and research efforts, faculty or staff news, events, professional development trainings, and other matters of field-related interest
- Continuing Education Units (CEUs) – Three CEUs are granted each academic year to active field instructors

- Continuing Education and Professional Development Events – Access to the Professional Development Series and other workshops, trainings, colloquia, and institutes provided by the Brown School
- Tuition Remissions – A limited number of tuition remissions for courses at the Brown School
- Libraries – Access to the Brown School Social Work Library and Olin Library on the Danforth Campus
- Online Evidence-Based Practice (EBP) Resource Area