LAND ACKNOWLEDGEMENT STATEMENT
As a land-grant institution, Utah State University in Logan and all in-state Campuses and Centers reside on the territories of the eight tribes of Utah, who have been living, working, and residing on this land from time immemorial. These tribes are the Confederated Tribes of the Goshute Indians, Navajo Nation, Ute Indian Tribe, Northwestern Band of Shoshone, Paiute Indian Tribe of Utah, San Juan Southern Paiute, Skull Valley Band of Goshute, and White Mesa Band of the Ute Mountain Ute. We acknowledge the historical context behind a painful history of genocide, forced removal and dispossession of tribal peoples’ lands on which USU exists. We acknowledge these land on which we gather carry the stories of these Nations and their struggles for survival and identity. We recognize Elders past and present as peoples who have cared for, and continue to care for, the land. In offering this land acknowledgment, we affirm Indigenous sovereignty, history, experiences, and resiliency of the Native people who are still here today.

This handbook is a guide for USU MSW students, faculty, and community partners. This is not a contract and does not supersede University regulations. The information in this handbook is subject to change.
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August 1, 2022

Dear MSW Student,

Welcome to the Department of Social Work! Whether you are a new or continuing student, we are delighted that you found your way to the field of social work and that you have chosen Utah State University’s Master of Social Work program. Your admission into the program is something that should be commended, as our faculty committees recognized your capacity for advanced social work practice and saw your passion for social work values.

Our MSW program at Utah State University has a longstanding commitment to social justice, strong ties with our local communities, and a history of meaningful, advanced generalist practice. We anticipate that you will find opportunities for personal and professional growth that will empower you in coming years to affect change in your community through the quality field and classroom education you will receive in our program.

In addition to high-caliber mentorship that you will receive from our faculty, we also anticipate that you will benefit from the experiences and insight of other students in the classroom. The collaboration among students in our small cohorts is intentionally designed to augment your learning and strengthen your connections as an emerging practitioner.

The MSW Student Manual is designed to assist you in your success as a student. Please study it carefully as its contents will empower you to be prepared for field and classroom education. If you can’t find something you need in the manual, please connect with any of our MSW leadership team, we are always happy to serve you.

We look forward to working with you and seeing you flourish as you move forward in your future careers to improve practice and policy that promotes social justice, empowers individuals and communities, expands individual potential, and improves the quality of living through leadership development and community engagement. Thank you for bringing your energy, passion, and experience to join us as we learn together!

Sincerely,

Jess Lucero, PhD, MSW
Department Head & Associate Professor
Utah State University, Department of Social Work
# Social Work Program Faculty

<table>
<thead>
<tr>
<th><strong>Joslin Batty, LCSW</strong></th>
<th><strong>Areas of Interest:</strong> Neurologic development and sequencing of applied treatment; pediatric treatment; intimate partner violence offender treatment; trauma informed parenting; child welfare; gender issues; social political issues</th>
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<tr>
<td>Clinical Assistant Professor</td>
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<td>Uintah Basin Campus</td>
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<td>BSW/MSW Practicum Coordinator</td>
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<tr>
<td><a href="mailto:joslin.batty@usu.edu">joslin.batty@usu.edu</a></td>
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<td>MSW, Utah State University</td>
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<tr>
<th><strong>Sharla (Charlie) Bayles, LCSW</strong></th>
<th><strong>Areas of Interest:</strong> Native American culture, neuropsychology/neurobiology of trauma and attachment, trauma informed parenting, foster care, adoption, strengthening families, ASWB National Exam preparation.</th>
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<td>Clinical Assistant Professor</td>
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<td>Blanding Campus</td>
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<td>BSW Practicum Coordinator</td>
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<td>MSW, Utah State University</td>
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<tr>
<th><strong>Shannon Browne, MSW, J.D.</strong></th>
<th><strong>Areas of Interest:</strong> Clinical practice with individuals and groups, child welfare, forensic child welfare, and social work ethics.</th>
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<td>Clinical Associate Professor</td>
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<td>Logan Campus</td>
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<tr>
<td>MSW, Columbia University</td>
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<td>J.D., Ohio State University</td>
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<th><strong>M. Diane Calloway-Graham, MSW, Ph.D.</strong></th>
<th><strong>Areas of Interest:</strong> Gender, social work theory, social policy, student development, child welfare, and teaching innovations.</th>
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<tr>
<td>Professor Emerita</td>
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<td>Logan Campus</td>
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<tr>
<td><a href="mailto:Diane.calloway-graham@usu.edu">Diane.calloway-graham@usu.edu</a></td>
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<tr>
<td>MSW, University of Utah</td>
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<tr>
<td>Ph.D., University of Utah</td>
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<tr>
<th><strong>Sean Camp, MSW, LCSW</strong></th>
<th><strong>Areas of Interest:</strong> Child sexual abuse, adolescent sex offenders, child welfare, foster care/adoption, and gay and lesbian parenting.</th>
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<td>Clinical Associate Professor</td>
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<td>Tooele Campus</td>
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<tr>
<td><a href="mailto:Sean.camp@usu.edu">Sean.camp@usu.edu</a></td>
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<tr>
<td>MSW, University of Georgia</td>
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<tr>
<th><strong>Moises Diaz, MSW, CSW</strong></th>
<th><strong>Areas of Interest:</strong> Social work in educational settings, cultural issues, and self-care.</th>
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<tbody>
<tr>
<td>Clinical Associate Professor, Assistant Practicum Director</td>
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<td>Logan Campus</td>
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<tr>
<td>MSW, Eastern Washington University</td>
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<tr>
<th><strong>Brian Droubay, MSW, LCSW, Ph.D.</strong></th>
<th><strong>Areas of Interest:</strong> Sexuality, religion/spirituality, moral emotions, social construction of addiction, clinical practice, evidence-based practice, quantitative research.</th>
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<tr>
<td>Assistant Professor</td>
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<td>Brigham City Campus</td>
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<tr>
<td><a href="mailto:Brian.droubay@usu.edu">Brian.droubay@usu.edu</a></td>
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<tr>
<td>MSW, University of Utah</td>
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<tr>
<td>Ph.D., University of Utah</td>
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<tr>
<td>Name</td>
<td>Title/Department Head</td>
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<tr>
<td>Susan Cutler Egbert, Ph.D., LCSW</td>
<td>Clinical Professor, Kaysville Center</td>
</tr>
<tr>
<td>Jenifer Evers, MSW, LCSW</td>
<td>Statewide BSW Program Coordinator, Moab Campus</td>
</tr>
<tr>
<td>Nate Hadley, MSW, LCSW, MBA, Ph.D</td>
<td>Clinical Assistant Professor, Kaysville Campus</td>
</tr>
<tr>
<td>Raini Heap, MSW, LCSW</td>
<td>Clinical Assistant Professor, Tooele Campus</td>
</tr>
<tr>
<td>Vonda Jump, Ph.D.</td>
<td>Associate Professor, Brigham City Campus</td>
</tr>
<tr>
<td>Jess Lucero, MSW, Ph.D.</td>
<td>Social Work Department Head, Associate Professor, Logan Campus</td>
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<tr>
<td>Name</td>
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<tr>
<td><strong>Cris Meier, MSW, MPH, Ph.D.</strong></td>
<td>Assistant Professor, Extension Community Resource and Economic Development Specialist</td>
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<tr>
<td><strong>Terry Peak, MSW, Ph.D.</strong></td>
<td>Professor</td>
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<tr>
<td><strong>J.C. Sheen, MSW, Ph.D.</strong></td>
<td>Assistant Professor</td>
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<tr>
<td><strong>C.J. Sorenson, MSW, LCSW</strong></td>
<td>Clinical Associate Professor, Practicum Director</td>
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<tr>
<td><strong>Jeff Spears, Ph.D.</strong></td>
<td>Assistant Professor</td>
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<tr>
<td><strong>Julie Stevens, MSW, LCSW</strong></td>
<td>Clinical Assistant Professor</td>
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<td>Name</td>
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<tr>
<td>Jan Thornton, MSW, LCSW</td>
<td>Clinical Associate Professor</td>
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<tr>
<td>Derrik Tollefson, MSW, LCSW, Ph.D.</td>
<td>Professor, Director of I-System Institute for Transdisciplinary Studies</td>
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<tr>
<td>Dorothy Wallis, MSW, LMSW</td>
<td>Instructor</td>
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<tr>
<td>Jayme Walters, MSW, Ph.D.</td>
<td>Assistant Professor, Director of Transforming Communities Institute</td>
</tr>
<tr>
<td>Kevin G. Webb, MSW, LCSW</td>
<td>Professional Practice Assistant Professor, Associate Director of I-System Institute, Associate Director of Title IV-E</td>
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Program Context

Utah State University Mission
The mission of Utah State University is to be one of the nation’s premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery and engagement.

USU Social Work Mission
The social work program’s guiding educational philosophy is based on two broad traditions: generalist social work practice and the land-grant university heritage. The social work program provides a learning environment for those who seek to acquire knowledge and skills to bring about meaningful social change in individuals, groups, communities, and society. The program provides grounding in generalist and advanced generalist social work knowledge, values, and skills such as critical thinking, clarification of personal values, awareness of diversity, professional use of self, and communication and interpersonal relationship skills. The program mission is to prepare social workers for advanced generalist practice in a diverse society and to equip students with the knowledge and skills essential to enhance the quality of life for all persons.

The Social Work program at USU recognizes the historic importance of social welfare in re-balancing the country’s economic and social structure. The program is committed to the resolution of contemporary human social problems, such as poverty, racism, discrimination, and economic injustice. The program seeks to instill in its graduates a deep commitment to the profession’s traditional concerns with social justice and social welfare.

Social Work Program Goals
There are two fundamental goals that guide the USU Social Work Program. They are:

1. To prepare students for employment as advanced generalist social workers through education in a professional foundation and advanced curriculum.
2. To prepare leaders for responsible citizenship, a commitment to respect for all people, and the quest for social and economic justice, as informed by their application of advanced generalist social work knowledge, values, and skills

CSWE Educational Policy and Accreditation Standards
The USU Social Work program seeks to accomplish its mission and achieve its goals through coursework and field experiences that facilitated the development of professional competencies. competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of social work knowledge, values, and skills. The goal of the outcome approach is for students and graduates to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. These standards are set by the Council on Social Work Education (CSWE) Educational Policy and Educational Standards (2015).

The following table delineates the core competencies and associated practice behaviors for the foundation generalist curriculum:
### CSWE Core Competencies and Foundation Generalist Practice Behaviors

#### 1: Demonstrate Ethical and Professional Behavior

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication;
3. Use technology ethically and appropriately to facilitate practice outcomes; and Use supervision and consultation to guide professional judgment and behavior.

#### 2: Engage Diversity and Difference in Practice

1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences;
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

#### 3: Advance Human Rights and Social, Economic, and Environmental Factors

1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
2. Engage in practices that advance social, economic, and environmental justice.

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

1. Use practice experience and theory to inform scientific inquiry and research; apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
2. Use and translate research evidence to inform and improve practice, policy, and service delivery.

#### 5: Engage in Policy Practice

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
2. Assess how social welfare and economic policies impact the delivery of and access to social services;
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
Advanced Generalist Perspective
The USU Social Work program is built on an Advanced Generalist philosophy and framework. The program instills in students the knowledge and skills essential for promoting social welfare, especially among vulnerable populations. The advanced generalist model:

- Fits well with Utah State University’s land-grant heritage and mission that mandates providing educational access to diverse state-wide communities.
- Meets the needs of Utah’s rural communities where the need for trained social workers is particularly critical, but access to social work programs is severely limited;
- Has been found to be effective in other settings as well (Vecchiolla et al., 2011; Gibbs et al., 1990).

The following table delineates the core competencies and associated practice behaviors for the advanced generalist concentration curriculum:

<table>
<thead>
<tr>
<th>7: Assess Individuals, Families, Groups, Organizations, and Communities</th>
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<tbody>
<tr>
<td>1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</td>
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<tr>
<td>2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</td>
</tr>
<tr>
<td>3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
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<tr>
<td>4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
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<tr>
<th>8: Intervene with Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
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<tbody>
<tr>
<td>1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</td>
</tr>
<tr>
<td>2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</td>
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<tr>
<td>3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</td>
</tr>
<tr>
<td>4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;</td>
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<tr>
<td>5. Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
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<tr>
<th>9: Evaluate Practice with Individuals, Families, Groups, Organizations, &amp; Communities</th>
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<tbody>
<tr>
<td>1. Select and use appropriate methods for evaluation of outcomes;</td>
</tr>
<tr>
<td>2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</td>
</tr>
<tr>
<td>3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes;</td>
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<tr>
<td>4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
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**CSWE Core Competencies and Advanced Generalist Concentration Practice Behaviors**

<table>
<thead>
<tr>
<th>1: Demonstrate Ethical and Professional Behavior</th>
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<tbody>
<tr>
<td>• Demonstrate a clear commitment to ethical practice, professional use of self, self-improvement and self-care commensurate with advanced practice at all levels.</td>
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<tr>
<td>• Articulate a personal conceptual framework of practice to integrate and differentially apply theories to guide practice at all levels.</td>
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<tr>
<th>2: Engage Diversity and Difference in Practice</th>
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<tr>
<td>• Work competently with diverse populations using culturally relevant, strengths-based and empowering methods, programs, policies and services.</td>
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<tr>
<th>3: Advance Human Rights and Social, Economic, and Environmental Factors</th>
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<tr>
<td>• Demonstrate commitment to social, economic, and environmental justice through leadership within agencies, communities, and state, national and international forums.</td>
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<tr>
<th>4: Engage in Practice-Informed Research and Research-Informed Practice</th>
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<tr>
<td>• Utilize critical thinking to monitor and evaluate interventions at all levels of practice through the application of research and practice/program evaluation knowledge and skills.</td>
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<tr>
<th>5: Engage in Policy Practice</th>
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<td>• Use policy as a leadership and practice method for effecting change at all levels of practice.</td>
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<tr>
<th>6: Engage with Individuals, Families, Groups, Organizations, and Communities</th>
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<tbody>
<tr>
<td>• Engage client systems autonomously through a well-developed, professional use of self as well as application of integrated theoretical knowledge and skills.</td>
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</table>

<table>
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<tr>
<th>7: Assess Individuals, Families, Groups, Organizations, and Communities</th>
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<tbody>
<tr>
<td>• Assess client systems autonomously through a well-developed, professional use of self as well as application of integrated theoretical knowledge and skills.</td>
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<table>
<thead>
<tr>
<th>8: Intervene with Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Intervene with, and on behalf of, client systems autonomously through a well-developed, professional use of self as well as application of integrated theoretical knowledge and skills.</td>
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<table>
<thead>
<tr>
<th>9: Evaluate Practice with Individuals, Families, Groups, Organizations, &amp; Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Monitor and evaluate interventions at all levels of practice through the autonomous application of research and program evaluation knowledge and skills.</td>
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</table>

**Program Philosophical Underpinnings**
The MSW curriculum rests on tripartite underpinnings, the strengths perspective, the empowerment approach, and a social justice philosophy, which are tied to our program’s mission, goals, and objectives. Accordingly, these themes are integrated into and emphasized throughout the curriculum.
**Strengths Perspective**: The strengths perspective is consistent with social work’s core values of human worth and dignity, self-determination, and social justice.

*Practicing from a strengths orientation means this – everything you do as a social worker will be predicated, in some way, on helping to discover and embellish, explore and exploit client’s strengths and resources in the service of assisting them to achieve their goals, realize their dreams, and shed the irons of their own inhibitions, misgivings, and society’s domination (Saleeby, 2006, p.1).*

**Empowerment Approach**: Our conception of the empowerment approach to social work practice is consistent with that of Briggs and Corcoran (2001) who assert:

*Empowerment is an outcome of the process of sharing power. In a shared-power relationship, whether between the social worker and client, supervisor and social worker, or among community members, there is a recognition that everyone has something of value (abilities, gifts) — his or her own power — to contribute to collective outcomes and a responsibility to do so (p.18).*

Empowerment-based practice helps clients counter the powerlessness they may experience due to membership in stigmatized groups, negative environmental interactions, negative self-view, economic insecurity, lack of political involvement and/or influence, inadequate access to information, and learned helplessness. This is accomplished by assisting clients to claim or reclaim their personal, interpersonal, and sociopolitical power (Parsons, 2008).

**Social Justice Philosophy**: Social justice is the perspective through which social workers understand the connection between personal struggles and structural arrangements of society; it can also be thought of as a goal for an equitable, sustainable society (Fisher & Karger, 1997, as cited in Finn & Jacobson, 2008). From the universalist perspective, “social justice encompasses meeting basic human needs, equitable distribution of resources, and recognition of the inalienable rights of all persons, without discrimination” (Van Soest & Garcia, 2003, p. 45, as cited in Finn & Jacobson, 2008). We agree with MacDonald (2006) that a social justice philosophy or orientation towards social work practice provides social workers with moral and political clarity as well as a sense of legitimacy regarding their work.

**MSW Program Curriculum**

The MSW curriculum consists of course and field work designed to prepare students for advanced generalist practice with systems of all sizes with particular emphasis on advanced direct practice with individuals, families, and groups. The curriculum is grounded in the liberal arts and integrates content on professional values and ethics, diversity, populations-at-risk, and social and economic justice. Also included are the professional foundation areas of human behavior and the social environment, social welfare policy and services, social work practice, social work research, and field education.

The traditional program curriculum includes a 450-hour supervised foundation field experience and a 500-hour supervised advanced field experience both of which are inclusive of a 24-hour integrative field seminar. The advanced standing program includes a 500-hour supervised advanced field experience, inclusive of a 24-hour integrative field practicum seminar.

All courses, apart from certain electives, are open only to MSW students. Students are not permitted to take required advanced courses until they have successfully completed all foundation courses.

The curriculum is offered on both a full-time and part-time basis. The Advanced Standing full-time program is one academic year, and the Traditional full-time program is two academic years. The part-time Advanced Standing program is one and a half calendar years, and the part-time
Traditional program is three calendar years. The full-time programs are offered at the Logan campus; the part-time programs are offered at the following statewide campuses/centers:
Blanding, Brigham City, Ephraim, Kaysville, Nephi, Moab, Monument Valley, Price, Tooele, and the Uintah Basin (Vernal/Roosevelt).

**MSW Full-Time Program Sequence and Course Descriptions**

**Traditional 2 Year and & 1 Year Advanced Standing**

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<thead>
<tr>
<th>Fall Foundation Year (Traditional Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SW 6000</strong> (3 credits) Principles &amp; Philosophies of Social Work</td>
</tr>
<tr>
<td><strong>SW 6050</strong> (3 credits) Human Behavior in the Social Environment</td>
</tr>
<tr>
<td><strong>SW 6100</strong> (3 credits) Generalist Social Work Practice</td>
</tr>
<tr>
<td><strong>SW 6400</strong> (4 credits) Field Practicum I</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Spring Foundation Year (Traditional Only)</th>
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</thead>
<tbody>
<tr>
<td><strong>SW 6150</strong> (3 credits) Generalist Social Work Practice</td>
</tr>
<tr>
<td><strong>SW 6200</strong> (3 credits) Research Methods I</td>
</tr>
<tr>
<td><strong>SW 6300</strong> (3 credits) Social Policy Analysis</td>
</tr>
<tr>
<td><strong>SW 6XXX</strong> (3 credits) Required Elect</td>
</tr>
<tr>
<td><strong>SW 6450</strong> (5 credits) Supervised Practicum II</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Summer (Advanced Standing Only)</th>
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</thead>
<tbody>
<tr>
<td><strong>SW 6590</strong> (3 credits) Advanced Standing Seminar I</td>
</tr>
<tr>
<td><strong>SW 6595</strong> (3 credits) Advanced Standing Seminar II</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Fall Advanced Year</th>
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</thead>
<tbody>
<tr>
<td><strong>SW 6650</strong> (3 credits) Research Methods II</td>
</tr>
<tr>
<td><strong>SW 6700</strong> (3 credits) Advanced Generalist Practice I</td>
</tr>
</tbody>
</table>
### SW 6725 (3 credits)
**Diagnosis and Intervention**

Focuses on the advanced generalist skills in clinical assessment and diagnosis using the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). Takes a critical look at DSM diagnosis in light of social work's commitment to person-in-environment, diversity and inclusion, and strengths perspectives.

### SW 6900 (6 credits)
**Supervised Practicum III**

Provides advanced supervised educational and practical social work experience with specified educational objectives in a human-service organization reflecting the student’s selected focus area.

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### Spring Advanced Year

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<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>SW 6600 (3 credits)</td>
<td>Policy and Administration</td>
<td>Addresses planning and program development of human service organizations. Studies theories, types, levels, applications, and issues of planning and policy implementation.</td>
<td></td>
</tr>
<tr>
<td>SW 6750 (3 credits)</td>
<td>Advanced Generalist Practice II</td>
<td>Focuses on advanced application of generalist problem-solving theories and skills in working with task and treatment groups.</td>
<td></td>
</tr>
<tr>
<td>SW 6XXX (3 credits)</td>
<td>Elective</td>
<td>See elective course numbers and description list below.</td>
<td></td>
</tr>
<tr>
<td>SW 6950 (6 credits)</td>
<td>Diagnosis and Intervention</td>
<td>Continuation of SW 6900, providing advanced supervised educational and practical social work experience with specified educational objectives in a human-service organization reflecting the student’s selected focus area.</td>
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</tr>
</tbody>
</table>

* SW 6475: Block Foundation Supervised Practicum (optional) – 9 cr. (available in the summer)

### MSW Part-Time Program Sequence and Course Descriptions

#### Traditional 3 Year and & 1.5 Advanced Standing

##### Fall First Year (Traditional Only)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 6000 (3 credits)</td>
<td>Principles &amp; Philosophies of Social Work</td>
<td>Explores history, traditions, ethics, purpose, philosophy, and knowledge base of the social work profession. Introduces generalist social work problem-solving approach.</td>
<td></td>
</tr>
<tr>
<td>SW 6050 (3 credits)</td>
<td>Human Behavior in the Social Environment</td>
<td>Presents and critiques knowledge of human development from infancy to late adolescence in the context of individuals and families. Identifies relationships between theoretical frameworks and various biopsychosocial environments.</td>
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##### Spring First Year (Traditional Only)

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<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 6300 (3 credits)</td>
<td>Social Policy Analysis</td>
<td>Explores history, traditions, ethics, purpose, philosophy, and knowledge base of the social work profession. Introduces generalist social work problem-solving approach.</td>
<td></td>
</tr>
<tr>
<td>SW 6XXX (3 credits)</td>
<td>Required Elect</td>
<td>See elective course numbers and description list below.</td>
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</table>

##### Summer First Year - Traditional Only

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 6200 (3 credits)</td>
<td>Research Methods I</td>
<td>Introduction to qualitative and quantitative social work research in context of generalist problem-solving approach.</td>
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</table>

##### Fall Foundation (Second) Year - Traditional Only

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 6100 (3 credits)</td>
<td>Generalist Social Work Practice</td>
<td>Provides a beginning and general base of practice knowledge, values, and skills for work with individuals, families, and treatment groups in a variety of community and agency contexts.</td>
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</tr>
<tr>
<td>Course Code</td>
<td>Credits</td>
<td>Course Title</td>
<td>Description</td>
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</tr>
<tr>
<td>SW 6400 (4 credits)</td>
<td>Field Practicum I</td>
<td>Provides supervised educational and practical social work experience with specified educational objectives in a human-service organization.</td>
<td></td>
</tr>
<tr>
<td>SW 6150 (3 credits)</td>
<td>Generalist Social Work Practice</td>
<td>Provides a beginning and general base of practice knowledge, values, and skills for work with groups, organizations, and communities.</td>
<td></td>
</tr>
<tr>
<td>SW 6450 (5 credits)</td>
<td>Supervised Practicum II</td>
<td>Continuation of SW 6400, providing supervised educational and practical social work experience with specified educational objectives in a human-service organization.</td>
<td></td>
</tr>
<tr>
<td>SW 6590 (3 credits)</td>
<td>Advanced Generalist Seminar I</td>
<td>This course prepares advanced standing students for the advanced MSW curriculum. The course reviews generalist social work practice theories and methods.</td>
<td></td>
</tr>
<tr>
<td>SW 6595 (3 credits)</td>
<td>Advanced Generalist Seminar II</td>
<td>This course prepares advanced standing students for the advanced MSW curriculum. The course reviews generalist social work research and policy concepts and methods.</td>
<td></td>
</tr>
<tr>
<td>SW 6700 (3 credits)</td>
<td>Advanced Generalist Practice I</td>
<td>Focuses on advanced application of generalist problem-solving theories and skills in working with individuals and families.</td>
<td></td>
</tr>
<tr>
<td>SW 6725 (3 credits)</td>
<td>Diagnosis and Intervention</td>
<td>Focuses on the advanced generalist skills in clinical assessment and diagnosis using the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). Takes a critical look at DSM diagnosis in light of social work's commitment to person-in-environment, diversity and inclusion, and strengths perspectives.</td>
<td></td>
</tr>
<tr>
<td>SW 6650 (3 credits)</td>
<td>Research Methods II</td>
<td>Students apply their understanding of research methods, theories, and social work values (learned in SW 6200) while completing a research project.</td>
<td></td>
</tr>
<tr>
<td>SW 6900 (6 credits)</td>
<td>Supervised Practicum III</td>
<td>Provides advanced supervised educational and practical social work experience with specified educational objectives in a human-service organization reflecting the student’s selected focus area.</td>
<td></td>
</tr>
<tr>
<td>SW 6750 (3 credits)</td>
<td>Advanced Generalist Practice II</td>
<td>Focuses on advanced application of generalist problem-solving theories and skills in working with task and treatment groups.</td>
<td></td>
</tr>
<tr>
<td>SW 6950 (6 credits)</td>
<td>Diagnosis and Intervention</td>
<td>Continuation of SW 6900, providing advanced supervised educational and practical social work experience with specified educational objectives in a human-service organization reflecting the student’s selected focus area.</td>
<td></td>
</tr>
<tr>
<td>SW 6XXX (3 credits)</td>
<td>Elective</td>
<td>See elective course numbers and description list below.</td>
<td></td>
</tr>
<tr>
<td>SW 6600 (3 credits)</td>
<td>Policy and Administration</td>
<td>Addresses planning and program development of human service organizations. Studies theories, types, levels, applications, and issues of planning and policy implementation.</td>
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</tbody>
</table>

* SW 6475: Block Foundation Supervised Practicum (optional) – 9 cr. (available in the summer)
Elective Course Descriptions

**SW 6010, Spanish for Social Service:** This course is designed to provide students with specialized Spanish language development, cultural competency instruction, and enhanced communication skills for working with Spanish-speaking populations in social service-related fields. Additional coursework is required for those enrolled in the graduate-level course.

**SW 6500, Advanced Child Welfare Practice in Rural Settings:** Provides overview of services provided to abused/neglected children and their families, with emphasis on rural contexts. Explores assessment and treatment of problems commonly experienced by child welfare populations.

**SW 6525, Social Work Practice with Mature and Aging Adults:** Examines the social context of aging, as well as the aging process and implications for planning and management of direct services for older adults. Discusses practice approaches for older adults, used for purposes of appropriate assessment and intervention.

**SW 6530, Community Health and Social Work:** This course provides an introduction to the social determinants of health, cultural humility and ethics, neighborhoods and health, food environment and nutrition, chronic conditions, and epidemiology and infectious diseases and how these intersect with social work practice.

**SW 6540, Nonprofit Management for Social Workers:** This course examines the history of nonprofits and the aptness of these organizations to providing social work employment. It also covers applied knowledge and skills related to managing nonprofits, such as strategic planning, human resources, fundraising, and marketing. Additional coursework is required for those enrolled in the graduate-level course.

**SW 6550, Advanced Practice with Victims and Perpetrators of Family Violence:** Familiarizes students with problem of family violence, as well as with micro and macro intervention approaches to working with individuals and families impacted by family violence.

**SW 6575, Social Work Practice with Substance Abusing Clients:** Addresses practice in the field of substance abuse, including understanding of substance abuse policy and treatment issues.

**SW 6775, Forensic Social Work Practice:** Provides an introduction to and an overview of forensic social work practice.

**SW 6800, Law and Ethics for Social Workers:** Provides students with basic understanding of law and ethics within the context of social work practice, including legal rights of individuals, legal processes, the legal system, and ethical dilemmas and issues.

**SW 6850, Psychopharmacology in Advanced Social Work Practice:** This course examines psychopharmacology in clinical social work practice, including neurobiological actions and impacts of psychotropic medications. It discusses assessment, intervention, and advocacy as they relate to medication use in social work practice.
**SW 6875, Clinical Practice with Women:** Explores treatment approaches for working with women in both individual and group settings.

**SW 6920, Trauma and Resilience:** This course explores the impact of trauma as well as human resilience despite adverse experiences. Additional coursework is required for those enrolled in the graduate-level course.

**SW 6925, Advanced Optional Practicum:** Allows students to complete an optional or extended advanced field experience.

**SW 6975, Block Advanced Supervised Practicum:** Provides concentrated advanced supervised educational and practical social work experience with specified educational objectives in a human-service organization reflecting the student’s selected focus area.

**SW 6990, Independent Study:** Independent Study courses are contracted between a faculty member in the Social Work program and the MSW student. Approval of the Program Director and Department Head is required prior to registration.

**SW 6993, Research Project:** Student initiated, faculty supervised research project. Approval of the MSW Coordinator and/or Master of Social Work Program Director or Department Head is required prior to registration.

**SW 6995, Special Topics on Social Work Practice:** A variety of elective courses have been offered as special topics depending on student interest and instructor development. Examples include: Clinical Social Work with Children, Clinical Social Work with Adolescents, Trauma and Resilience, School Social Work, Non-Profit Management, etc.

**Ethical Behavior**

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This code includes four sections. The first Section, “Preamble,” summarizes the social work profession’s mission and core values. The second section, “Purpose of the NASW Code of Ethics,” provides an overview of the Code’s main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, “Ethical Principles,” presents broad ethical principles, based on social work’s core values that inform social work practice. The final section, “Ethical Standards,” includes specific ethical standards to guide social workers’ conduct and to provide a basis for adjudication. We expect our students to become familiar with the code of ethics and abide by guidelines during the practicum and in their professional career. Please visit: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

**Student Organizations**

The program has policies and procedures that specify students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their own interests.

Students are encouraged to participate in all student organizations; we recognize that student participation is an important component of preparing responsible social workers. In addition to our social work organizations, both the College and the University provide a wide range of student activities, clubs, and events in which students are encouraged to participate. For example, social work students have represented the program on the CHaSS Council (our College governance structure) and in the University-wide student government organization.
Utah National Association of Social Workers (NASW)
We encourage our students to join the NASW and become involved in the NASW student program unit and the State of Utah NASW. The website for the National Association of Social Workers is www.socialworkers.org and the website for the Utah Chapter is www.utnasw.org. The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world. Benefits of NASW membership include government relations, networking and job opportunities, continuing education, malpractice insurance, professional support, publications, discount programs, and credentialing.

The Utah NASW chapter invites USU social work students to become members. For information, see the NASW website at http://www.socialworkers.org or the Utah NASW website at http://www.utnasw.org. The NASW maintains a Code of Ethics for the social work profession.

MSW Student Association
Students are encouraged to participate in the MSW Student Association (MSWSA) which is run by fellow social work students dedicated to serving in the community. Nominal annual membership dues are required to support the association’s efforts. The MSWSA engages in university or statewide campus service activities, lunchtime speakers, political advocacy, socials, and campus celebrations. MSWSA facilitates networking connections and provides leadership opportunities as students become representatives for their statewide campus chapter or serve on committees. A president, vice president and secretary are selected based on experience with MSWSA each year. For more information, please contact the Social Work Office at 435-797-1286.

UNIVERSITY POLICIES AND RESOURCES

Plan C (non-thesis) Requirements
Source: USU 2022/23 School of Graduate Studies, General Catalog
A Plan C option typically includes a culminating creative or integrative experience and is a non-thesis or Plan B program. Plan C students may be required to enroll in a course or seminar on research methods, but thesis credits are not accepted on a Program of Study or applied towards a degree. Plan C students should contact their department early in their final semester to be certain that all degree requirements, including completion of graduation forms, will be met and that all appropriate paperwork has been sent to the School of Graduate Studies. Incomplete grades must be removed from the student’s record by the major professor using forms provided by the Registrar’s Office. For Plan C and professional programs, the School of Graduate Studies must receive an approved Graduation Check from the Graduate Program Coordinator, department head, or interdepartmental program director. It is the student’s responsibility to ensure that these final steps are taken.

Content Repetition
The MSW program ensures that students who demonstrate required foundation knowledge and skills do not repeat that content. This is accomplished in two ways:
- The Advanced Standing Program for students with BSW degrees
- Elective course substitution in place of repeated coursework
- Transfer of credit policy

In the first case, the program allows students with recent (less than 10 years old) BSW degrees to substitute electives for certain foundation courses including Principles & Philosophy of Social Work, Human Behavior in the Social Environment and Social Policy Analysis) provided the student achieved a “B” or better in the corresponding BSW course.

In the second case, in accordance with Graduate School policy, the student’s faculty advisor may recommend transfer of graduate credits earned from a CSWE-accredited MSW program.
The credits must not have been used for another degree and the courses must have been taken within the past eight years. Transfer credits must be approved by the social work program director and the graduate dean. Only 6 semester credits earned before matriculation at USU may be transferred. Credits with grades below “B” or "P" cannot be transferred. Students who wish to transfer credits are required to complete an application for transfer of credit. This form should first be submitted to and discussed with the student’s advisor. After obtaining the advisor’s signature, the student should then submit the form to the MSW program coordinator for approval. If the request is approved, the form is then forwarded to the graduate dean for final approval and processing.

**Program Site and Duration Changes**

Students are expected to take all coursework at the program site to which they are admitted, and may not change assigned site locations, or their status to/from full-time to part-time except in extenuating circumstances. A written request explaining the reason(s) for doing so must be submitted to the MSW Program Director at least three months prior to the semester in which the change is requested. Within three weeks, the MSW Director—after consultation with relevant site coordinators and advisors—will respond with a decision about the request.

**Transfer and Residency Credits**

Provided USU residency requirements will be met, the MSW Program Coordinator may recommend transfer of graduate credits earned at another CSWE-accredited program. The credits must not have been used for another degree. Except in unusual circumstances, only 12 semester credits earned may be transferred into the MSW program at USU. Credits with grades below “B” cannot be transferred; “P” credit can be transferred from another university, if approved by the Social Work Program and the Graduate Review Committee. Transfer credits cannot replace required residency credits. Transfer credits are subject to approval of the MSW Supervisory Committee, MSW Program Coordinator and the dean of the School of Graduate Studies. Transfer credits more than eight years old may not be acceptable. Transfer credits will be shown on official USU transcripts upon completion of the degree. Only graduate credit from a CSWE-accredited MSW program is eligible for transfer to USU’s MSW program.

Students who wish to transfer credits must submit their request in writing to the MSW Program Coordinator. If the request is approved, the request is then forwarded to the graduate dean for final approval and processing. The Social Work program does not grant academic credit for life experience or previous work experience in lieu of the field practicum or any courses.

**Grades/Credit Acceptance for Graduate Students**

(School of Graduate Studies 2022-2023 General Catalog)

Graduate students are required to maintain at least a 3.0 GPA. Grades below C will not be accepted for a graduate degree.

**P-Grade Policy:** P (Pass) will be accepted only for seminars, special problems, interdisciplinary workshops, thesis or dissertation research, and continuing graduate advisement.

**Correspondence Course Credits:** Distance Education correspondence (independent home study) courses are not accepted for graduate degrees.

**Credit by Special Examination:** Credit earned by special examination cannot be used to satisfy the course requirements for the MSW graduate degree or to meet the residency requirement.

**Adding and Dropping Classes:** Specific dates for adding and dropping courses are outlined in the academic calendar, which can be found at the Registrar’s Office Website and in the Course Schedule each semester. Adding and dropping classes are handled through Access or the Registrar’s Office depending on the time and nature of the transaction. All academic
transactions are governed by policies set forth in the Undergraduate Catalog and Course Schedule.

**Academic Calendar:** [https://www.usu.edu/calendar/academic/](https://www.usu.edu/calendar/academic/)

**Course Schedule:** [https://catalog.usu.edu](https://catalog.usu.edu)

**University & General Program Policies**

**Nondiscrimination & Sexual Harassment Policy:** All aspects of the social work program are conducted without discrimination on the basis of race, gender, age, religion, national origin, disability, veteran’s status, or sexual orientation. The Affirmative Action/Equal Opportunity Office at Utah State University is responsible for overseeing compliance of a wide variety of federal/state laws, Executive Orders, and University policies that address equal opportunity in employment and education. Ultimately, it seeks to institutionalize affirmative action and equal opportunity concepts in everyday operations and activities.

To accomplish this goal, it: (1) advises and assists the Utah State University community in insuring an equal opportunity environment free of discrimination and sexual harassment and (2) assist with proactive efforts to create a gender and ethnically diverse community of students, faculty and staff, in order to redress imbalances and enrich the University experience.

**USU POLICY NUMBER 303 ON AFFIRMATIVE ACTION/EQUAL OPPORTUNITY**

Utah State University ensures equal opportunity in all aspects of employment, programs and activities and prohibits discrimination based on race, gender, age, religion, national origin, disability, veteran’s status, or sexual orientation. In addition, **USU policy #339** specifically prohibits sexual harassment in the workplace. Also, **USU policy #305** provides for discrimination complaint procedures. The Affirmative Action/Equal Opportunity office provides information and educational programs regarding equal opportunity and affirmative action including sexual harassment preventive training and diversity training; assists in setting goals and timetables for hiring; monitors hiring procedures, implements the grievance procedures for discrimination; and oversees the University’s affirmative action plan. For further information, please call (435) 797-1266.

**Classroom Accommodation for Students with Disabilities:** USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn # 101, 435-797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

**Student Standards**

**Responsibilities of Students:** As members of the academic community at Utah State University, students share responsibility for its growth and continued well-being and for maintaining an environment which encourages free inquiry and expression. Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as enunciated by their instructors, and to complete all academic exercises with integrity. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity. These responsibilities are the foundation of the University’s Standards of conduct (Student Conduct--see: Article V, Academic Integrity--see: Article VI). The University seeks to vest students with primary oversight of these responsibilities through their participation in hearings boards.

**Rights of Students:** Students can reasonably expect the following:
A. The right to a learning environment free of harassment and unlawful discrimination.
B. The right to due process in all academic integrity and disciplinary proceedings, which means fundamental and procedural fairness in accordance with the provisions of this Student Code.
C. The right to inquire, including specifically the right to engage in reasonable academic discussion and dissent within the framework of course material, with due regard to factors such as class size and the limits on the instructor's time for conferences.
D. The right, subject to time, place, and manner restrictions, to express personal opinions on campus, to support or oppose causes, to arrange public assemblies, and to hold rallies, demonstrations, and pickets which do not materially and substantially interfere with normal University activities or the rights of others. Institutional control of facilities shall not be used as a censorship device. Any institutional regulation regarding time, place, and manner of expression must be content-neutral, must be narrowly tailored to serve a significant University interest, and must leave open ample alternative channels of communication.
E. The right to organize and the freedom of association.
F. The right to publish and the freedom from censorship.
G. The right to meaningful representation in the formulation of University policies that affect students.
H. The right to a proper academic evaluation through orderly procedures and announced criteria designed to prevent prejudice and capricious judgment.
I. The right to confidentiality of records and due limitation of disclosure of personally identifiable information.

Academic/Professional Expectations & Honor Code: Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. USU Policy 403 further defines academic freedom and professional responsibilities.

Academic Integrity, the Honor System, & Plagiarism: The University expects that students and faculty alike maintain the highest standards of academic honesty. The Code of Policies and Procedures for Students at Utah State University (Student Conduct) addresses academic integrity and honesty and notes the following:

- **Academic Integrity**: You have a responsibility to promote academic integrity at the University by not participating in or facilitating others' participation in any act of academic dishonesty and by reporting all violations or suspected violations of the Academic Integrity Standard to their instructors.
- **The Honor Pledge**: To enhance the learning environment at Utah State University and to develop student academic integrity, you agree to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity". Violations of the Academic Integrity Standard (academic violations) include, but are not limited to cheating, falsification, and plagiarism.
- **Plagiarism**: Plagiarism includes knowingly "representing by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the
selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

**Commitment to Universal Design for Learning (UDL) Principles:** The USU Social Work Program is committed to the principle of Universal Learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. Any student with needs should contact the USU Disability Resource Center (https://www.usu.edu/drc/) at the start of the semester, and they will forward any relevant information on to the relevant instructor.

**Communications via E-mail:** E-mail is an official form of communication at USU. Any communication to you about this course will be sent to the email address you have listed in Banner SSB as your preferred email address. You are responsible for any information conveyed to you at that email address.

**Grievance Process:** If you feel you have been unfairly treated [in matters other than discipline, admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code], you may file a grievance through the channels and procedures described in the [Student Code; Article VII Grievances](https://www.usu.edu/drc/). Any student with needs should contact the USU Disability Resource Center (https://www.usu.edu/drc/) at the start of the semester, and they will forward any relevant information on to the relevant instructor.

**Withdrawal Policy, Incomplete Grade Policy, & Dropping Courses**

If you do not attend a class during the first week of the term or by the second class meeting (whichever comes first), your instructor may submit a request to have you dropped from the course (this does not remove responsibility from you to drop courses which you do not plan to attend). Students who are dropped from courses will be notified by the Registrar’s Office through their preferred email account.

You may drop courses without notation on the permanent record through the first 20 percent of the class. If you drop a course following the first 20 percent of the class, a “W” will be permanently affixed to your record (check [General Catalog 2020-2021](https://www.usu.edu/drc/) for exact dates). If you have extenuating circumstances, please refer to the policy regarding Complete Withdrawal from the University and the [Incomplete (I) Grade policy](https://www.usu.edu/drc/) in the General Catalog.

**Leave of Absence:** A leave of absence, during which neither continuous registration nor a $100 payment is applicable, may be granted under the following conditions:

- Illness, required military service, and other extenuating circumstances acceptable to the department head and the Vice Provost of Graduate Studies.
- Lack of availability of courses.
- Participation in a planned program based primarily on summer semester courses.

For the second or third condition to apply, the student must have an approved Program of Study. To request a leave of absence, a [Leave of Absence](https://www.usu.edu/drc/) request must be approved by the department head and submitted to the School of Graduate Studies. A leave of absence may be the basis for extending the time limit to complete a degree, but not to extend the time limit for course validity. A student needing to extend an approved Leave of Absence should contact their Graduate Program Coordinator. Should the reason for leave change, a new submission and approvals are required.

**Assumption of Risk:** All classes, programs, and extracurricular activities within the University involve some risk, and some involve travel. The University provides opportunities to participate in these
programs on a voluntary basis. Therefore, you should not participate in them if they do not care to assume the risks. You can ask the respective program leaders/sponsors about the possible risks a program may generate, and if you are not willing to assume the risks, you should not select that program/course. By voluntarily participating in classes, programs, and extracurricular activities, you do so at their own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at http://www.usu.edu/riskmgt/.

**Notice of Non-discrimination**: In its programs and activities, including in admissions and employment, Utah State University does not discriminate or tolerate discrimination, including harassment, based on race, color, religion, sex, national origin, age, genetic information, sexual orientation, gender identity or expression, disability, status as a protected veteran, or any other status protected by University policy, Title IX, or any other federal, state, or local law. The following individuals have been designated to handle inquiries regarding the application of Title IX and its implementing regulations and/or USU’s non-discrimination policies:

- **Executive Director of the Office of Equity**
  - Matt Pinner
  - Matthew.pinner@usu.edu
  - 435-797-1266

- **Title IX Coordinator**
  - Hilary Renshaw
  - Hilary.renshaw@usu.edu
  - 435-797-1266

For further information regarding non-discrimination, please visit https://equity.usu.edu/ or contact:

- **U.S. Department of Education**
  - Office of Assistant Secretary for Civil Rights
  - 800-421-3481
  - ocr@ed.gov

- **U.S. Department of Education**
  - Denver Regional Office
  - 303-844-5695
  - ocr.denver@ed.gov

**Students of Concern**: When it is judged that a student’s behavior has elevated to a disruptive or threatening level, faculty, staff and students are encouraged to make a report to the CARE Team. Accordingly, the following language from the University website is included in the MSW Student Manual.

“Day-to-day” interaction with students is both a vital and essential part of being on a university campus. This interaction provides for teaching moments and creates an environment for learning which takes place both in and out of the classroom, and may include discussions with students about appropriate behaviors on campus.

Occasionally, a student’s behaviors will rise above normal interactions to a level of concern that may lead to disruption of classroom or university activity or cause concern of threat towards oneself and/or others. University training is available to help identify these situations. When it is judged that a student’s behavior has elevated to a disruptive or threatening level, the form below should be completed. Any questions regarding this process should be directed to the CARE Office: (435) 797-0400. **If you think the incident is an emergency, please call 911!**

Link to reporting form: https://cm.maxient.com/reportingform.php?UtahStateUniv&layout_id=4

A Student of Concern report filed by a social work faculty member for a social work student will initiate a review of that student by the Student Review Committee.
Mental Health & Stress Management: Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for you to assist with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at Counseling and Psychological Services (CAPS). You are also encouraged to download the “SafeUT App” to your smartphone. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues. Other resources include https://coronavirus.utah.gov/mental-health/ and https://www.samhsa.gov/find-help/national-helpline.

Active Shooter Resources: Unfortunately, over the years there has been an increase in the number of active shootings on campuses. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus: https://dps.usu.edu/emergency/runhidefight/homeland-security-resources

University Resources

Counseling and Psychological Services (CAPS): Any USU student is eligible for services at no cost. Call 435-797-1012 to schedule a consult. Counseling and Psychological Services (CAPS) provides confidential mental health services to students on the Logan campus. By offering you a full range of counseling services in a friendly environment, we strive to help you achieve your personal, relational, and academic goals while at USU. You might desire to have empathic support and genuine feedback for a difficult situation, learn useful self-management skills, improve your relationships, or resolve new or long-standing problem situations. Services include consultation, workshops, groups, individual and couples counseling, as well as crisis/emergency interventions. Other services provided are psychoeducational assessments and outreach, i.e. informational presentations about student mental health issues. Services are free of charge for qualified students.

Inclusion Center: https://www.usu.edu/inclusion/ The mission of the Inclusion Center is to promote access, enhance students’ educational experience, partner for retention, foster responsible citizenship, and develop diverse student leaders at Utah State University.

Disability Resource Center: http://www.usu.edu/drc/ The mission of the Disability Resource Center (DRC) is to provide qualified persons with disabilities equal access to university programs, services, and activities as required by the Americans with Disabilities Act and Rehabilitation Act of 1973. This is accomplished by fostering an environment which supports the understanding and acceptance of persons with disabilities throughout the University community, and the provision of reasonable and appropriate accommodations. The DRC affirms the right of persons with disabilities to obtain access in a manner promoting dignity and independence.

Center for Intersectional Gender Studies and Research: https://www.usu.edu/intersections/ The Center for Intersectional Gender Studies and Research is an academic entity at Utah State University. We strive to create a professional and social climate focused on enhancing opportunities for women and men. CWG has a strong social justice mission, and all students, faculty, and advocates who are interested in exploring and addressing the challenges of intersectionalities (gender and ethnicity; gender and culture; gender and religion, etc.) will find
an intellectual home with us. We host nationally and internationally renowned speakers to educate the public and facilitate a broader conversation about gender, culture and bias. We help finance faculty research on campus to provide up-to-date information for and about the intersectionalities in our culture, society and our world. We assist single mothers who are in school to be able to finish their schooling and prepare to provide a better future for their children. We recognize the women and men creating an atmosphere of openness and going beyond the boundaries placed on them by our society and our culture each year. We at the Center for Intersectional Gender Studies and Research don’t shy around the awkward or tough, we face it head on.

**Student Health Services:** [http://www.usu.edu/health/](http://www.usu.edu/health/) The Mission of Student Health Services is to provide basic medical care with outpatient, primary care, laboratory and health education services to the students at Utah State University in a convenient environment.

**Career Design Center:** [https://www.usu.edu/career-design-center/](https://www.usu.edu/career-design-center/) Career Services supports the mission and goals of Utah State University by assisting students and alumni in exploring and pursuing meaningful careers over a lifetime. This is accomplished by providing a broad range of developmental programs and events delivered in a student-centered, state-of-the-art environment. These services include:

- Career exploration and counseling
- Co-op and internship opportunities
- Career employment and recruitment
- Testing and assessments

Career Services is a leader in continuously fostering positive partnerships with employers, students, alumni, faculty, staff, administrators, and the greater community. These external and internal partnerships are critical in helping students and alumni discover their career potential while sharing their success with their families, employers, and communities.

**Social Work Licensing:** Students may obtain further information on licensure from:

The Department of Commerce;
Division of Occupational and Professional Licensing
160 E 300 S PO Box 146741 Salt Lake City, UT 84114-6741
Tel: 801-530-6628; [http://www.dopl.utah.gov](http://www.dopl.utah.gov)

**MSW Program Policies**

**Admissions and Financing Your Degree**

**Admissions Procedures:** We seek MSW students who are committed to practice excellence, social and economic justice, and the values and ethics of the social work profession. We desire to admit applicants with demonstrated abilities and potential as graduate students, social work practitioners, and leaders in the social work field. In pursuit of its goal of a diverse student body, the MSW program encourages applications from students of color, members of under-represented groups, non-residents, and international students.

The MSW program has adopted admissions criteria and procedures that reflect its goals and objectives; the criteria also incorporate the School of Graduate Studies (SGS) requirements for admission to a master’s program. The School of Graduate Studies admission policies can be found at [https://gradschool.usu.edu/admissions-policies/](https://gradschool.usu.edu/admissions-policies/) and are as follows:

- A bachelor's degree that will be completed before matriculation in the degree program, a BSW from a CSWE accredited program for those seeking entrance into the Advanced Standing Program
• A 3.0 or higher grade point average for most recent 60 semester or 90 quarter credits.
• Three satisfactory letters of recommendation,
• A statement of purpose (using the template provided in the ApplyNow portal.)
• Completed resume (using the template provided in the ApplyNow portal.)

Teaching and Research Assistantships: Teaching and research assistantships will generally be made available in the summer semester and advertised to students as they become available. Teaching assistants may be assigned to specific faculty members to assist in their undergraduate courses or with research projects that may be derived from internal USU grants or external grants. Individual faculty members will be consulted to determine the faculty member’s desired allocation of his/her research funds.

Scholarships and Fellowships: The Social Work Program administers a set of specific scholarships that can be awarded depending on availability of funds, student qualifications for specific awards, and student performance. These awards do not require a research or teaching work obligation. The following department scholarships are available to MSW students:
• The Terry and David Peak Scholarship
• Jennifer Lyman Strange Scholarship
• Mehdi Heravi Scholarship for Social Work
• Janes Aggie Family Endowment
• Diane Calloway-Graham Endowment

Financial aid and scholarship may be available through each campus. Interested students need to contact their respective regional financial aid department for more specific information.

Title IV-E Program: MSW students who work for the State of Utah Department of Human Services Division of Child and Family Services or Juvenile Justice Services are eligible to participate in the Federal Title IV-E training program. MSW students can qualify for $8,000 in stipends annually along with a 30% tuition waiver every semester of the MSW program. In exchange for receiving financial support and upon completion of the MSW degree students are required to continue employment with DCFS/DJJS from the date Utah State University certifies the requirements are completed for 2 years post-graduation if employed full-time and 24 months if employed part-time to repay the Title IV-E Scholarship support. Coordinator/IV-E Program Administrator for more information.

Public Mental Health and Substance Use Loan Forgiveness Program: MSW students are eligible for up to 2 years of support in the amount of $10,000 annually. For every $5,000 in support awarded, recipients agree to work in public mental health and/or substance use treatment settings for 12 months (up to 4 years for MSW students who receive 2 years of support or $20,000). Students agree to repay zero-interest loan if they withdraw or do not fulfill their work requirement (prorated if applicable). Students must maintain continuous enrollment and maintain satisfactory or above evaluations in academic and field contexts. Students should contact the department head for more information.

Advising Policy
All MSW students are assigned a faculty coordinator whose responsibility it is to mentor and guide them during the duration of their MSW program. Our advising policies and procedures are consistent with our goals and objectives. Coordinators play a major role in helping students accomplish MSW program goals at a minimum, coordinators are expected to make themselves available to meet in person or electronically with advisees once per semester. The coordinator is
expected to advise students on matters pertaining to course selection, and professional
development— including field placement and career planning. Additionally, the faculty
coordinator must approve the student’s Field Placement forms to ensure that the determination
of field placement assignments is consistent with the student’s educational goals and learning
objectives.

Policies and Procedures for Resolving Academic or Professional Behavior Concerns

Professional Behavior: Social Workers serve vulnerable and disadvantaged people. Social Work
programs have a responsibility to protect consumers, and to ensure that Social Work students
are competent to begin practice and meet professional ethical standards. The Social Work
program’s policies are linked to the students’ abilities to become effective social work
professionals and are provided so that students and faculty can be clear about expectations
and procedures to address academic performance concerns, which include professional
behavior. Students are expected to exhibit behaviors that are in compliance with the Social
Work program’s policies, USU policies and standards, the NASW Code of Ethics, and professional
ethical standards in the classroom, field, and community.

Students are accountable as representatives of USU, the Social Work program, and the social
work profession. Students are expected to abide by the NASW Code of Ethics and uphold the
rules and procedures of their field placement agencies. The Social Work program requires
students to demonstrate professional demeanor, appropriate relationships, and ethical
behavior. Failure to meet these ethical standards may result in dismissal from a field placement,
a failing grade, and/or expulsion from the Social Work program.

The Social Work program reserves the right to seek additional data such as references from
employers and others. Behavior, history, or information that may prohibit future state licensure, or
indicate a potential threat to public safety and welfare, may result in discontinuance in the
MSW program or encouragement to withdraw.

If a student falls below the academic or professional standards or demonstrates unprofessional
behavior at a field placement in violation of the policies and procedures associated with the
field experience, a disciplinary process will be generated. This process can be initiated by a
faculty member, a field supervisor, a faculty field coordinator, or any Social Work program
administrator.

Disciplinary Process for Academic and Professional Misconduct
Any faculty member who becomes aware of a student’s academic or professional misconduct
shall inform the MSW Program Coordinator who will discuss the concerns with all parties involved
and make a written determination of the issue. Upon receipt of this written determination, the
student will have ten days to respond in writing to MSW Program Coordinator. If the student
contests the determination, a referral will then be made to the Program Student Review
Committee.

Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements as stated elsewhere in the MSW
  Student Manual.
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic
  records, or any act designed to give unfair academic advantage to the student. (NOTE:
University guidelines [see The Code of Policies and Procedures for Students at Utah State University.]

- Behavior is judged to be in violation of the current NASW Code of Ethics.
- Any threat or attempt to harm oneself or other person(s).
- Commission of a criminal act that is contrary to professional practice, occurring during the course of study or prior to admission to the Social Work program and becoming known after admission.
- Consistent pattern of unprofessional behavior.
- Failure to meet the standards necessary to remain in good standing in the Social Work program.

*Professional misconduct relevant to field placement is discussed in “Field Education Resources”

**Student Review Committee**

The Program Student Review Committee is comprised of the MSW Program Coordinator, MSW Program Director, Field Practicum Director, and the faculty advisor of the student who is the subject of the review. It forms recommendations regarding remediation or termination of a student in connection to referrals made to them by the MSW Program Coordinator regarding students’ professional performance including alleged violations of the NASW Code of Ethics. In addition, this committee will review the progress of students placed on academic probation by the School of Graduate Studies and recommend academic remediation or termination of a student as appropriate to the individual referral. The committee may also elect to review the progress of students who receive any grade below a C in a course required for graduation. The committee is also responsible for reviewing any student who is the subject of a Student of Concern report (see Student of Concern section below).

1. **The Process**
   a. After a formal referral has been made by the MSW Program Coordinator, the Program Student Review Committee will schedule a time for the committee to review the recommendation.
   b. The Program Student Review Committee will either make a determination or call for a hearing.

2. **The Hearing**
   a. If a hearing is warranted, the Program Student Review Committee will proceed through the following process.
      i. Direct testimony will be called for by all involved persons,
      ii. After receiving relevant information presented by all concerned persons the Committee will make a recommendation to the Department Head.

3. **Possible Outcomes**
   a. If the referral concerns a student’s academic progress, the committee may:
      i. Develop a plan of remediation for corrective action to assist the student in successful completion of the program.
      ii. Recommend leaves of absence to resolve issues that interfere with academic performance.
      iii. Recommend that the student be retained on academic probation in accordance with Graduate School policies.
      iv. Recommend that the student be terminated from the MSW program.
   b. In cases of allegations of professional misconduct including violations of the NASW Code of Ethics, the committee may:
i. Find no grounds for the allegations and recommend dismissal of the referral.
ii. Find the allegations to have substance and recommend probationary status with or without recommendations for corrective action.
iii. Find the allegations to have substance and recommend the student be terminated from the MSW program.

The Committee’s findings and recommendations are presented to the Department Head who has the prerogative, based on the evidence, to accept or reject the Committee’s recommendations, or to return the decision to the Committee for reconsideration. If the student is not satisfied with the decision of the Department Head, he/she may make an appeal to the Dean of the School of Graduate Studies who consults with the Dean of the College of Humanities and Social Sciences in arriving at a decision. If the student is not satisfied with the decision of the Dean of the School of Graduate Studies, he/she may make an appeal to the Appeals/Grievance Board. From this point, an appeal would be made to the Hearing Officer, Provost or Vice President for Student Services (if this issue does not pertain to academics), and President of the University, respectively.

The student and the faculty member (or other party who initiated the action) are allowed to view all documents associated with the action, and to bring witnesses to the hearing. The parties have a right to be accompanied by an advisor, including legal counsel. If a student involved in disciplinary action is a current client of the Disability Resource Center, then a representative of that entity would be invited to involved to participate in the disciplinary process.

Additional detailed information about filing complaints, appeals, due process, and students’ rights is located within The Code of Policies and Procedures for Students at Utah State University section of the Academic Policies and Procedures Manual.

Students are cautioned that information disclosed during student meetings with faculty or program administrators, may not be kept confidential if the situation raises concerns about professional performance. Faculty and/or program administrators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem-solving about the concerns.

If a student involved in disciplinary action is a current client of the Disability Resource Center, then a representative of that entity would be invited to involved to participate in the disciplinary process.

**Utah State University MSW Social Media and Communication Guidelines**

The ability to communicate effectively is necessary for social work practice. Social Work professionals utilize phone, email, text and written correspondence. The use of social media is another avenue for exchanging information. In order to uphold our legal and ethical responsibilities as social work professionals, we must be sensitive to issues of informed consent, conflicts of interests, privacy and confidentiality, boundaries, and dual relationships. It is also important to be aware of our private conduct, as it may impede or enhance our ability to effectively function as professionals.

The MSW Program has established specific to protect the confidentiality, privacy and interests of our students, the MSW Program, the university, field agencies, colleagues, clients, instructors and peers. MSW Field students are expected to adhere to professional standards of conduct, abide
by the communication focused tenets of the NASW Code of Ethics, and the following program required parameters:

**Social Media:**

1. Review and comply with all program, university, and agency guidelines and policies regarding the use of social media and other technology.
2. Review all of your social media and delete inappropriate posts, tweets, logs, pictures (also, “untag”), videos, etc.
3. Review all of your “likes” and “unlike” anything inappropriate.
4. Consider the wisdom of posting any identifying information such as address, phone, email, place of employment, date of birth, etc. as a part of your “profile, “about me”, “biography”, etc. sections.
5. Use the highest Privacy settings possible for all social media. Remember, even with these settings in place, it is still possible for content to be shared and retained on the internet with or without your knowledge/consent.
6. Be conscientious on who you “friend, follow”, etc. You should never “friend, follow, etc. current or former clients.
7. Be cautious about friending, following, etc. personnel from your agency. Friending/Following personnel from your agency while you are a field education student is highly discouraged.
8. Do not “look up” or “follow” any current or former clients, patients, etc. on social media unless there is compelling reason to do so (Consult with your supervisor first).
9. Do not post/share photos taken at your agency. Never post/share photos of clients. Taking pictures without the consent of others is a breach of privacy and confidentiality.
10. Remember that the sites you “visit”, the comments you post and the videos and images you upload are retained on the internet indefinitely and do not go away.
11. Do not reference your agency, supervisors, clients, colleagues, peers, client experiences, professional experiences on social media sites or other online sites.

**Communication technology such as computer, phone, tablets, cameras:**

1. Review and abide by agency policy regarding communication policies.
2. Communicating via email or text: Abide by agency guidelines. Do not share client identifying information unless using a secure system AND it is permissible by agency policy. (Remember, at certain agencies, including this university, any and all communication using agency/university technology is considered public information and may be retained indefinitely).
3. Agency/program computer, tablet, or phone should be used for agency/program business only. It should not be used for any personal communication (email, text, internet use, photo-sharing, etc.).
4. Personal phone, tablet, and/or computer should not be used for professional communication or work when your agency has provided a computer, tablet, phone, etc. for professional use. Review and abide by agency policy.
5. Professional email accounts should NOT be used for personal communication. All communication using agency provided technology should be of a professional nature. (Remember, at certain agencies, including this university, any and all communication using agency/university technology is considered public information and may be retained indefinitely).
6. Taking and sharing photos without consent is a breach of privacy and confidentiality. Review agency policy regarding use of personal camera, cell phone camera, computer, tablet, etc.
Please be mindful that your use of the internet, social media, and other forms of communication may have consequences for your social work career and can undermine public trust and confidence in the social work profession.

FIELD EDUCATION

The field placement experience offers students an opportunity for learning about social problems, social welfare, organizations, diverse client groups, communities and resources, and issues that are psychosocial in nature. This occurs in an agency-based setting with supervision by an approved and credentialed social work field instructor. The field placement is an opportunity for students to add breadth and depth to their previous experience and also a time to explore a new area or field of study.

The two interrelated components of the curriculum (classroom and field) are of equal importance and each contributes to the development of professional practice competencies. As social work’s signature pedagogy, field education is experiential in nature. It is systematically designed, coordinated, and evaluated with a focus on instilling competencies and providing students with an opportunity to develop practice behaviors identified earlier in the manual.

Criteria for Beginning and Continuing in a Field Placement

For a student to be considered eligible for placement in a field education setting, the student must demonstrate the following:

- A commitment to the social work profession and social work values
- Willingness to work with diverse populations and to show respect for differences
- Maintenance of a GPA of 3.0
- The ability to communicate effectively with others in professional settings, both orally and in writing
- The ability to think critically and conceptually
- Maturity and sound judgment
- Potential for self-awareness
- Motivation to successfully complete the program and to become a competent social work professional
- The ability to meet field and class requirements in a timely manner
- The ability to engage with clients or client systems in a respectful and appropriate manner
- Professional presentation of self, including language and demeanor; and
- Professional presentation which considers variation in dress expectations of different agency settings.

Circumstances that may result in a Student Success Plan include:

- Failure to complete field work paperwork by the due date
- Not responding to correspondence from Faculty Field Coordinator related to the placement process (Note: The Social Work Program’s policy is that faculty will communicate with students via their preferred Canvas email address)
- Not meeting the field placement agency’s scheduling requirements
- Rejection for a field placement by at least two agencies
- Not accepting a qualified placement following an interview and/or refuses three agencies that meet educational objectives and the program expectations; or
- Poor academic performance/standing and at risk to not complete MSW degree.
**Placement Involving Student Place of Employment**

To be responsive to students who need to continue in full-time human service employment, the Social Work department permits employment-related placement opportunities for those who meet the appropriate criteria. An employment-related placement is defined as a field education arrangement in which the student completes their practicum placement experience in the agency in which they are currently employed.

- The student and the Agency are responsible for meeting the following criteria to obtain approval of an employment-related placement from their Faculty Field Liaison or Field Practicum Director.
- The Agency Field Instructor (AFI) must meet all appropriate program requirements and must have the formal qualifications as designated by Social Work department practicum policy (see Social Work Field Practicum Manual). The designated AFI must provide educational supervision for a minimum of one hour per week. Additionally, except in rare circumstances associated with rural field placements, the AFI will not also be responsible for supervising the student’s employment-related activities. In those rare cases where the employee’s supervisor must also act as the agency field instructor the Social Work Department will provide tandem supervision to ensure that student assignments and field education supervision differ from those associated with the student’s employment.
  - The Agency must meet all the appropriate criteria associated with the field experience, as stated in the Social Work Field Practicum Manual.
  - Field education in a student’s place of employment must conform to all the standards and policies as specified in the Field Practicum Manual. Additionally, the following guidelines must be adhered to:
    - Field education/practicum roles, tasks, and activities must be separate and distinct from routine employment roles, tasks, and activities. Field education should be providing a unique and different learning opportunity from employment.
    - Field education/practicum hours must be separate and distinct from employment hours. Students must complete all required field education hours in addition to their regularly scheduled work hours.
  - A student who desires an employment-related field experience option should approach Agency personnel and their appropriate program practicum coordinator for initial approval and permission to pursue the employment-related option. All regular field education policies and requirements apply including the formal learning agreement and evaluations.

The Field Practicum Director and Faculty Field Liaisons work closely with agencies to ensure these policies are followed.

**Background Checks & Immunizations**

The USU Social Work Program does not specifically require background checks on students or proof of immunizations (Covid-19 or otherwise). However, may Field Agency placement sites may require these elements. Therefore, students planning for a Field Education placement should be prepared for this possibility. If such is required, the student is financially responsible for the cost of completing any required screenings.
Criminal Background Checks
Background check screenings may include checking state and federal criminal records and sex offender registries. If your background screening shows that you have a criminal record (CR) or that you are registered as a sex offender (RSO), you may not be able to secure a field practicum. The USU Social Work Field Education Department is committed to assisting students find a field placement for all enrolled students. A CR/RSO will most likely limit a student’s ability to secure a field placement. Students who are unable to secure a field placement will not be able to earn an MSW. While some agencies have accepted MSW interns with a CR/RSO in the past, there is no guarantee that a particular student can be placed at an agency that has previously accepted students with a CR/RSO. A CR/RSO may preclude a person with an MSW degree from becoming licensed in the State of Utah. For more information the student should contact the Utah Division of Occupational and Professional Licensing (DOPL) at: https://dopl.utah.gov/soc/

Immunization Records
Depending again upon Agency context, if you are unable to demonstrate through written documentation that you are current with your immunizations, you may not be able to secure a field placement with the Agency in question.

Other Screenings/Checks
In addition to the above possibilities, some Agency placements require the successful completion of other types of screenings. The most common of these is drug screening. If a student tests positive for drug use, they may not be able to secure a field practicum at an Agency or may be removed from a field practicum. Other types of screenings include fingerprinting and Motor Vehicle Records checks. It is also possible that an Agency may require a student to redo a screening that they may have already successfully completed in the past before being placed. Occasionally, the costs associated with these additional screenings are covered by the Agency, but most of the time the student will be responsible for the cost of such screenings. Each Agency has its own requirements that must be met before accepting a student for a field practicum placement. The student is responsible for meeting all of the Agency’s requirements. The University is not responsible for securing Field Education placements for students who are unable to meet a Facility’s field education placement requirements.

Field Education Placement Roles & Responsibilities
Responsibilities of the Community Advisory Committee: The Program Community Advisory Committee is composed of social service personnel, including agency field instructors and a representative from the student social work organization who are interested in supporting the social work program. The committee meets once a year, the purpose of the meeting is to keep the social work faculty in touch with the community, including staying informed about: (1) current educational needs of social work students including the knowledge and skills needed for students to perform successfully in their internship. (2) The outlook for MSW level social workers in the local social services job market, and (3) local agency needs for field education student placements.

Mutual Agreement between the School, The Field Agency, and the Student: This Field Education Manual serves to document the agreement among all the participants – the Utah State University Department of Social Work (the School); the Field Agency; and the student – regarding field education placement expectations and responsibilities. The School seeks to develop and maintain relationships with agencies that will assure a field education placement of high quality for MSW students and foster the acquisition of core and advanced practice competencies as detailed in an earlier section. Close cooperation based on mutual trust and
clarity about expectations is essential for effective collaboration between the School and its affiliated agencies. Readiness to share and review the teaching and learning relationship is a requisite for strengthening the field education experiences of students. The following sections summarize the expectations of each participant.

**Expectations of the School:** The School will establish an affiliation with a Field Agency on the basis of mutual exploration of the agency’s fit with the School’s educational mission, including the appropriateness of the agency setting, projected assignments, and a designated Agency Field Instructor for students. The School maintains the following broad responsibilities in its relationship with Field Agencies:

- The School will discuss available students with the agency at the beginning of each academic year;
- The School will keep the agency informed of the academic calendar, curriculum developments, and special events for Agency Field Instructors;
- The School will designate a Faculty Field Coordinator to guide the educational development of the student, provide consultation to the Agency Field Instructor, and assign a grade for the student’s performance in the practicum;
- The School will provide orientation and consultation to Agency Field Instructors at no cost to the agency or the Field Instructor;
- The School will provide ongoing communication to orient and inform Agency Field Instructors on various aspects of the curriculum including the teaching of core/foundation and advanced practice behaviors; and
- The School will invite Agency Field Instructors to participate in meetings held by the School to offer information about new developments in the field to the faculty and others involved in field education.

In addition to these broad responsibilities, the USU social work Program is responsible for the following processes and functions in the relationship between the School, the Field Agency, and the student:

**Selecting Practicum Agencies:** The School has the responsibility for selecting agencies based on the agency’s ability to support the School’s educational objectives. Agencies are also selected because they extend the range of learning opportunities available to students. The School is concerned with providing an appropriate and rich agency environment for its students. The School considers the following criteria when selecting placements:

- The agency, whether it is public or private, has a commitment to serving a diverse clientele, with particular attention to vulnerable groups;
- The agency adheres to the values, ethics, and standards for cultural competence for the profession;
- The agency is providing services in an area of practice that is consistent with the School’s mission;
- The agency designates a person or persons qualified to serve in the capacity of Field Instructor and supports field instructors in fulfilling their educational role (see Expectations of Field Instructors below);
- The agency commits to provide the physical space and resources conducive to student learning and professional practice;
- The agency is located within reasonable travel time from a student’s place of residence; and
- The agency commits to fostering a learning and working environment where all students and members of the academic community can achieve their highest potential, free from any kind of discrimination, including sexual harassment of any kind.
Assigning Students to Field Education Agency Placements: The School maintains clear and comprehensive procedures for placing social work program students in agency settings for the field practicum. Students should not arrange their own placements, since the School has a strong network of affiliations with approved agencies. However, student input about agencies is always welcome, and suggested agencies will be carefully evaluated by the Faculty Practicum Coordinator.

First-Year/Foundation-Level Students: Once enrolled, first-year students begin a dedicated field placement planning process by submitting the Field Placement Planning Form along with their resume to their respective Faculty Practicum Coordinator. The foundation Field Placement Planning Form takes into account the student’s chosen method, educational background, professional experience in social work and/or other areas, language expertise, and transit access (per a guideline that a student should not typically travel more than 90 minutes to reach their placement).

The Faculty Practicum Coordinator carefully reviews all student forms and makes appointments with each assigned student individually – in person whenever possible, otherwise using a web-based meeting tool (e.g. Zoom) – to discuss the student’s learning goals, needs, and potential placements that fit their objectives.

Based on these meetings, the Faculty Practicum Coordinator cross-references students’ expressed objectives with the needs articulated by partner agencies, and identifies strong potential placement opportunities. They may also reach out to establish relationships with new agencies. The Faculty Practicum Coordinator then connects each student with one agency/placement opportunity for further consideration. The agency will interview the student and make the final determination of a match. Different agencies have different criteria they may apply. If the student and the agency do not successfully match at that juncture, the student will be given additional opportunities (please see “General Policies” below).

In addition to identifying one best-fit placement opportunity for each student, the School maintains a valued, cooperative approach with all partner agencies to present them with only one candidate for each available placement opportunity. If an agency has multiple openings for a student placement, one well-matched student will be presented for each position. Per this approach, students do not compete with one another to secure placements. In the rare case of an extremely competitive placement opportunity to which more than one student would be presented as a candidate, all student candidates are informed that there is competition and may ask the Faculty Practicum Coordinator to identify an alternative placement.

Second-Year/Advanced-Level Students: Second-year/advanced students in the field practicum submit the advanced-level Field Placement Planning Form along with their resume to the Faculty Practicum Coordinator. This form focuses on their first-year practicum experience and particular interests for the second year, in addition to the information used on the first-year form.

The Faculty Practicum Coordinator carefully reviews all students’ forms and makes appointments with each of their advanced-level students – appointments take place in person whenever possible, otherwise using a web-based meeting tool (e.g. Zoom).

Based on these meetings, the Faculty Practicum Coordinator use the database of existing agencies and direct calls if needed to identify strong potential placement opportunities. The Faculty Practicum Coordinator then introduce each advanced student to a few potential placements, and the student chooses one with which to move forward. The agency will interview the student and make the final determination of a match. Different agencies have different criteria they may apply. If the student and the agency do not successfully match at that juncture, the student will be given additional opportunities (please see “General Policies” below).
General Policies: Factors considered in a student’s placement are primarily excellence of fit for the student’s learning and continuing to foster clear communication and collaboration with agency partners.

The role of the School in our field-based relationships and student placement planning is to partner with agencies to together serve our communities while training the next generation of social workers. To that end, the Field Education faculty are always looking for new community partners while strengthening existing relationships.

Both foundation- and advanced-level students are given three attempts to match with a potential placement (potentially more based on context and on a case-by-case basis). If the initial placement site that the Faculty Practicum Coordinator offers to a student does not accept the student, or the student does not wish to accept an offer from that site, the student has the chance to repeat the match process with two more potential placements. If a student is presented with three placements in one academic year, but either does not accept or is not ultimately accepted by any of them, the student must meet with the Faculty Practicum Coordinator and the Field Education Director to discuss moving forward in the program.

Expectations of the Field Agency: In order to provide for the educational needs of the student in the field education placement, the School expects that the agency and its administrators will accept and support arrangements for the field education experience made between the School and the agency’s designated individual. Broad expectations of agencies include the following:

- The agency maintains policies and procedures that are consistent with those of the School including non-discrimination and sexual misconduct policies (https://www.usu.edu/policies/339/; https://www.usu.edu/policies/303/);
- The agency maintains policies, procedures, and practices in accord with the NASW Code of Ethics and NASW Standards and Indicators of Cultural Competence, available via direct links above;
- The agency provides a program that has a clear purpose, sufficient stability, and a structure that enables it to carry out its mission and conveys this to the student;
- The agency is committed to evaluation of its practice and helps students to develop practice-informed research skills;
- The agency is committed to developing the competence of its staff and improving its services through means such as staff development, self-evaluation, and the establishment of professional personnel practices and policies;
- The agency agrees to treat all information about students as confidential, including evaluations;
- The agency provides a range of assignments on an on-going basis that are consistent with the objectives of the School, including practice opportunities that should enable students to acquire core and advanced practice behaviors;
- The agency clearly informs students of its safety protocols and procedures, and procedures to follow in the event of an emergency, including the disclosure of any client reports of danger to self or others, or any instances of abuse;
- The agency provides privacy and physical supports for a student to carry out their professional role and responsibilities including office and storage space, access to a telephone, and reimbursement for expenses incurred in the performance of assignments;
• The agency will select qualified staff to serve as field instructors (see Selecting Field Instructors immediately below) and provide them with adequate time to carry out educational functions (see Expectations of Field Instructors below);

• In the event of student performance which does not achieve the standard for competence in the practicum, the School expects full participation of the agency in educational assessment and in the mechanisms established for review of problems in academic standing (see Handling Field Performance Issues below); and

• The agency recognizes the importance of timely submission of a written practicum evaluation prepared by the field instructor for both the ongoing educational experience of the student and as a major reference for the field advisor assigned by the School in determining a grade for the practicum.

Selecting Field Instructors: The field instructor is based at the agency and serves as the primary supervisor to the MSW student intern throughout their field education placement. The field instructor is therefore crucial to the success of the placement, and is significant in the development of professionally competent graduates. Careful consideration must be given to field instructor selection.

To qualify as a field instructor for the USU Social Work Program, a person must have:

• An MSW degree from an accredited school of social work, or a Master’s degree from a closely-related field (MSW preferred);

• At least three years of post-master’s agency-based work experience, preferably more. (In certain cases, at the discretion of the Field Education Director, individuals with two years’ post-master’s experience may be selected);

• Competency in the area of practice which they will supervise; and

• The ability to allocate sufficient time to field instruction, so that the three primary forms of support it entails – administrative, educational, and emotional – are fully covered.

To supervise Clinical Practice students, in addition to the above, a field instructor must hold a Utah license (or another state’s equivalent).

Additional criteria for the field instructor include the desire and ability to teach students, including the capacities for conceptualization and articulation of knowledge and assessment of competency; self-awareness and discipline to function as a professional role model; and adherence to the values, ethics, and standards for cultural competence of the profession and NASW Code of Ethics.

Every social work student receives a social work perspective (in accordance with the School’s mission and curriculum) in field education, reinforcing their classroom learning. A social work perspective is ensured through the student’s Agency Field Instructor and Faculty Practicum Coordinator, who both hold the MSW, as well as their intellectual community of social work peers and classmates. There are cases in which the School selects a field placement where the assumed supervisor/field instructor does not hold an MSW. This occurs only when the placement setting is of sufficient quality that the School believes the student’s learning opportunity outweighs the limitations of not having an MSW on-site. In such cases, the Faculty Practicum Coordinator communicates consistently with the student at the field placement site while maintaining close interaction with the Agency Field Instructor.

Expectations of Agency Field Instructors: Field instructors are expected to demonstrate and adhere to the following:

• Familiarity with the educational philosophy of the USU MSW Program;
• Knowledge and skill in the student’s practice methods, and additional practice methods as relevant; and the ability to teach and assess the core and/or advanced competencies associated with practice in the method area(s);
• Readiness and ability to supervise a student’s practice throughout the duration of the practicum;
• Preparation for the student’s entry into the agency; advance selection and development of the student’s practice assignments, including the first assignment;
• Provides orientation of the student to the agency’s policies and services – especially emergency and safety procedures – and the student’s responsibilities within the agency;
• Engages the student in a learning process and establishment of clear expectations for the student’s participation in the process including the development of appropriate on-going assignments designed to acquire core and advanced practice behaviors;
• Provides weekly supervisory conferences of at least one hour. Concepts of adult learning should inform supervision;
• Develops a Learning Contract in the first three weeks of the semester, based on an educational assessment of the student. The Plan should include goals, teaching method, and range of learning opportunities for the student;
• Participation in an ongoing evaluative process with the student which includes formal oral assessments at mid-semester and the online Field Practicum Evaluation at the end of each semester;
• Collaboration with the assigned Faculty Practicum Coordinator to enhance the student’s educational experience in the field education placement; and
• Acknowledgement of the student’s status as an intern and identification of the student as such to agency personnel and clients.

Expectations of the Student: To complete the field education placement experience productively, professionally, ethically, and in a manner consonant with School and agency standards of excellence, USU MSW Students are expected to adhere to the following throughout their internship:

• Adherence to the values, ethics, and standards embodied in the NASW Code of Ethics and NASW Standards and Indicators of Cultural Competence, available via direct links above;
• Active and responsible participation in an ongoing learning process, both in the classroom and in the field education placement. In the classroom, this includes attendance, classroom and Canvas participation, timely and successful completion of all assignments and tests. In the field placement, this includes the preparation of an agenda; the timely presentation of required recordings, logs or journals; availability for learning, as evidenced by attention to time and attendance; and adherence to the professional standards and policies required by the agency;
• Professional comportment in the classroom and the practicum at all times, including clear, open, and respectful communication;
• Readiness to become a self-reflective learner, and to evaluate the role and use of self in the learning opportunities afforded both in the classroom and the agency;
• Accountable to the School and the agency for achieving learning goals, objectives, and core and advanced practice behaviors in the field education placement;
• Adherence to the policies and procedures of the School and the agency, consistent with the ethics, values, and standards of the profession;
• Accountable to the School and the agency for completing the required practicum;
• Participation in the academic and field advisement processes, including attendance at regular meetings and presentation of materials as requested;
• Preparation of a supervision agenda that includes questions/topics for discussion in field instruction conferences. Agenda points should pertain to engagement, assessment, intervention, evaluation of practice, information about resources, and general practice concerns or learning needs. The supervision agenda is primarily student-generated, but field instructors may contribute additional topics for discussion;

• Maintenance of professional confidentiality in all of the student’s activities. Agency material being used for class assignments should be disguised. Audio and video tapes of practice can be used for teaching in the classroom only with written permission of clients and the agency.

• NOTE: It is the policy of the School, and a professionally ethical principle, that students identify themselves as students or interns in their work with clients and agency representatives. If an agency is requesting otherwise, it is the student’s responsibility to contact the Director of Field Education immediately.

Confidentiality: Strict adherence to confidentiality is essential to ethical social work practice. The confidential nature of all information about clients and community members must be respected, whether provided verbally, in writing (such as a medical or agency record), or in an agency’s electronic data/information system. If placed in a hospital, medical setting, or other similarly regulated setting, students must comply with all applicable Federal, State and local laws and regulations governing the confidentiality of patient information and medical records, including but not limited to HIPAA regulations. Access to recordings and the content in recordings needs to be considered in relation to protecting clients’ privacy. All information which could compromise the client’s privacy must be disguised thoroughly in recordings that will be viewed outside the agency i.e. by the field advisor or the classroom teacher. Under no circumstances should the name of a client appear on a recording that will leave the agency, be reviewed by the field advisor, or be used in a classroom assignment.

Student Orientation & Safety
The following recommendations are provided to assist students in knowing what to expect as well as what potential questions to ask for any areas not covered in the agency’s student orientation. Agencies should provide the new MSW intern with the agency’s:

• Mission statement;
• Organizational chart;
• Annual report & budget;
• Agency programs and services; and
• Staff directory

Agencies should also inform students about policies and procedures regarding (if applicable):

• lunch and other breaks from routine;
• holidays, snow days, and emergency closings;
• use of phone, copier, fax machine, etc;
• use of personal cell phone, other technology, and social media;
• mileage reimbursement – policy & forms;
• dress code;
• schedule of trainings & meetings;
• expense reimbursement forms;
• parking;
• safety issues (see Safety and Security Procedures);
• emergency procedures;
• policies on keys, IDs, pagers, books (The School assumes no responsibility for purchasing or replacing such items);
• mandated reporting practices;
• confidentiality and HIPAA requirements; and
• suggestions for developing effective, professional relations with clients and staff

Safety and Security Procedures: The USU Social Work program has the following policies regarding safety measures for social work students in their field education placement sites:

• Utah State University offers Professional Liability Insurance coverage for students in field placements.
• Placements should only be made in agencies that have sound safety policies and procedures.
• Agency Field instructors should help the student balance safety with professional responsibilities and obligations.
• Professional and field site-specific safety training should be part of each student’s agency orientation.
• Faculty Practicum Coordinators should discuss student safety in their agency site visits.
• If a situation should occur where a student experiences a safety breach (e.g., is threatened, injured, or harassed), it is the responsibility of the Field Instructor and student to immediately notify the Faculty PracticumCoordinator and Field Education Director. Written documentation should be submitted to the Faculty Practicum Coordinator and Field Education Director by the student and Agency Field Instructor. The School will be in contact with the Agency and the situation evaluated. If appropriate, a plan will be put in place to address the safety issue(s).
• Students with safety concerns related to their field placement must be supported and a plan put in place to address their concerns.
• A student may be offered an alternative placement if safety concerns in their placement site persist.

Procedures to support student safety in the Field Education placement include:
• During the field placement process, agency personnel share their safety policies and procedures with the Faculty Practicum Coordinator who is arranging the placement. Any concerns are discussed, if relevant.
• Safety is discussed by the Field Instructor and student as part of the orientation to the placement, including procedures for reporting incidents where the student feels physically threatened or unsafe while in the agency or while conducting agency business.
• Field Instructors are encouraged to assign the student to conduct a safety inventory of their placement site at the beginning of their placement and discuss it in supervision.
• Students are advised in the orientation and in their initial Field Seminar that they should let their Field Instructor know if they have safety concerns related to their field placement. If the student does not feel supported in the placement concerning safety concerns, he/she should communicate this to their Faculty Practicum Coordinator. A plan will be put in place with the student to address any safety concerns. The Field Education Director will be kept apprised of the situation.
• Students only see clients when there are other staff present in the Agency.
• Students have access to their supervisor or another supervisory level staff member designated by the agency whenever they are engaged in field placement activities.
• Students have the right and responsibility to refuse any field assignment in which they feel physically at risk.

The USU Social Work Program is concerned for the safety of all students during their field placement experiences. While serious threats to students’ safety is rare, there is a growing need for care and vigilance when carrying out social work responsibilities in agencies and in communities, taking seriously the potential risks. Social work interns cannot be completely insulated from the realities of professional life. However, students may lack the experience and skills that help more seasoned practitioners assess danger and take appropriate precautions. It is not possible to eliminate risk but there are specific strategies one can utilize to reduce threats to personal safety.

Basic Principles of Personal Safety Risk Management Strategies for SW Interns:

• Assessing and managing personal safety risks are essential social work skills (essential life skills). These include: becoming aware of the indicators of risk and developing a purposeful and thoughtful strategy to reduce or avoid the risk.
• Remember you are ultimately responsible for your own personal safety. Pay attention to your instincts. They can be an important guide to danger.
• Agency Field Instructors should provide an orientation for interns to personal safety procedures in their field education practicum agencies. If students have not received this information, they should request it.
• Policies and procedures will vary in different agency settings. Policies may include: requiring home visits to be done in pairs; requiring interview rooms to remain open during some or all sessions; or a specific set of procedures which should be followed if a staff member determines they are in a potentially dangerous situation.
• Develop a safety plan with your supervisor for possible situations where you may feel threatened. This may involve such strategies as selecting a code word or other tactics to alert staff if you ever feel threatened to elicit staff support and response.
• Interns should always inform their field instructor and Faculty Practicum Coordinator of incidents where their personal safety is threatened.
• Social workers frequently work with clients who have histories of violence, aggression, mental illness and substance abuse. When interacting with clients, interns should practice core social work skills including demonstrating positive regard and respect for client’s right to self-determination of their goals, using clear communication patterns, using observational skills to assess cues from the client and to be aware of their environment at all times.
• Be alert to all parties in your immediate environment.
• When faced with a verbal confrontation, keep your voice calm. Do not engage in an argument.
• Carry yourself in a confident manner. Be purposeful in your actions.
• Be friendly, however do not disclose a great deal of information about yourself or family.
• If you are threatened with violence, disengage immediately until you can get assistance from your supervisor or local police.
• Dress in a manner conducive to your professional practicum activities. Wear clothes that will allow you to move quickly or run if necessary. Do not wear jewelry that draws attention.

• At all times consider safety. Use your observational skills to practice safely. Ask a client if they would like some “time out” to compose themselves or cool down; offer to reschedule the appointment in a calm and “blame-free” manner.

• Know when to terminate a session. Do not become so focused on the task that you ignore warning signs of a potentially dangerous situation. Ask to reschedule the appointment.

• Your supervisor or someone in the agency should know where you are. Before going on home visits, give specific information about your destination and approximate time of arrival and departure. If you are concerned about seeing a particular client, ask for assistance or take another worker with you, or cancel or reschedule the appointment.

Criteria to support student safety in the Field Education placement site include:

Agencies have protocols to address any work situation that entails risk, such as, but not limited to: home visits, services outside the agency in isolated or high crime areas, services to clients who may become angry or violent, are using drugs or intoxicated, and services that are politically sensitive and could result in threats of violence. Each agency is responsible for determining its own situations where student safety may be placed in jeopardy.

• Agency safety training should include information about the following, as relevant:
  o Agency’s safety and sexual harassment policies
  o Required or suggested safety training for agency workers; Any safety measures that can be taken in the office setting (arrangement of office/ any emergency phone or button that can be used in case of an emerging incident in the office)
  o Risks specific to home visits
  o Risks specific to transporting clients
  o Need to advise supervisor when making client contacts outside of office, including location, plan, and estimated time of beginning and end of the client contact
  o Method to report any incidents of client violence

• Supervision is focused on enhancing student knowledge of methods to prevent client violence, such as:
  o Managing feelings that can arise when working with victims and perpetrators of violence
  o Examining the student’s value system around violence - What are the student’s assumptions regarding victims and perpetrators?
  o Enhancing the student’s ability to manage his/her own anger
  o Understanding of student’s rights (for example, the right to refuse to make a home visit)
  o Understanding the prevalence of different forms and types of violence
  o Understanding the cycle of violence
  o Understanding the use and misuse of power and the dynamics to various types of violence
  o Understanding how violence may affect victims (i.e., reactions to potential violence)
  o Student supervision must be consistent (at least once a week) and adequate enough to allow time for the Field Instructor to be assured of the student’s competence regarding safety, to apprise the student of potential risk, to deal with agency policy addressing safety and to attempt to address the student’s feelings about any risk that may be present. In some cases, such as if a safety incident
arises, additional supervision (beyond the 1 hour-per-week requirement) will be needed to accomplish this.

The Learning Contract
The student, the Agency Field Instructor, and the Faculty Practicum Coordinator must sign the completed Learning Contract via Sonia. See Appendices

Ongoing & Episodic Monitoring and Evaluation of Field Education

Evaluation is a semester-long process that actively involves the student, the Agency Field Instructor, and the Faculty Practicum Coordinator. The Faculty Practicum Coordinator monitors the student’s placement through regular seminar discussion and individual communication with the student and Agency Field Instructor, as well as with concurrent review of the student’s practicum timesheets, process recordings, and other written work. The Faculty Practicum Coordinator also provides the field instructor with several means of making contact throughout the internship and encourage regular communication and collaboration.

Field Education Monitoring Process: Mechanisms that exist for the monitoring of student performance in the field include the following processes and procedures:

1. In-person site visits in which the Faculty Practicum Coordinator visits with the student and the Agency Field Instructor in the agency itself. These site visits occur at least once per semester, and more often as indicated or requested.
2. In addition to site visits ongoing consultation via phone and e-mail.
3. MSW Field Education faculty/student program supervision meetings.
4. Professional Integrative Seminar, learning journals and other written assignments.
5. Mid-semester evaluations of Learning Contract.
6. Monitoring of students’ monthly time sheets and agency supervision sheets.
7. End of the semester performance evaluations (PIESI).

Evaluation of Student Performance: Performance evaluation is an ongoing process throughout the field education experience that begins with the student’s first encounter with the Faculty Practicum Coordinator in the placement interview, continues through a mid-year evaluation, and culminates in a final evaluation at the end of the placement. Ongoing evaluation of the student’s progress is a built-in aspect of supervision. Students are expected to develop the ability to evaluate their own practice throughout the field education experience. Students are also encouraged and provided any opportunity to evaluate the agency, Agency Field Instructor, Faculty Practicum Coordinator, and MSW program.

- Ongoing Student Evaluation: Ongoing evaluation of the student's progress is a built-in aspect of supervision and should regularly be discussed. Students are also expected to develop the ability to evaluate their own practice throughout the practicum experience.
- Written Student Evaluation: At the end of each semester, Agency Field Instructors are asked to summarize their thoughts about the progress of students by completing structured evaluation forms that correlate with the expected development of core competencies and practice behaviors. If there is disagreement between student and Agency Field Instructor concerning the outcomes of evaluation, the Faculty Practicum Coordinator, student, and Agency Field Instructor will meet to address these concerns. The Faculty Practicum Coordinator will make the final decision on a student’s grade.
Changes in Field Education Placement: Field internships are chosen after an interactive and thoughtful process that includes the student, the agency, and the Faculty Practicum Coordinator. Once students are placed at their agencies, it is expected that they will complete the entire academic year at that site. Disruption of a field internship is not taken lightly and changes will only be considered under serious circumstances (see below). The process for changing the field sites includes students writing a reflection statement concerning their rationale for leaving this internship and what events led to this request. If the decision is made to change the internship site, a formal termination plan will be completed with the student and agency field instructor. A final evaluation of the student will be completed by the agency along with and a verification of internship hours. The following criteria are used for consideration of internship change:

- The student has moved to a new location that is more than a 30-mile drive from the internship site.
- Transportation issues arise that make it difficult for the student to travel to the agency.
- The student experiences a family/personal crisis that make working with the current setting and clientele unmanageable.
- If a student identifies irreconcilable conflicts with the field instructor that they perceive as hindering a productive student-mentor relationship, the field practicum faculty liaison will evaluate the situation case-by-case.
- Agency concerns such as reorganization that significantly disrupts the student’s learning. A concern might be that the agency has relocated, there is no one qualified to serve as the practicum instructor, not enough appropriate learning experiences, inability to provide a safe environment, or the agency’s mission/policies conflict with professional and/or programs guidelines.

Identification & Resolution of Difficulties that Arise in the Field: Successful academic education and field practicum experiences are critical indicators of readiness to assume professional responsibilities as a generalist or advanced generalist social worker. Since field instruction is the essential pedagogy of the social work curriculum students must earn a satisfactory grade in both the professional integrative seminar and the field agency. Students must demonstrate ongoing development of core competencies and practice behaviors, professional conduct, interpersonal skill sets, and ethical behavior consistent with the values and ethics of the profession. Issues related to professional competence will be considered as factors in field grading and continuation. The Agency Field Instructor, Faculty Practicum Coordinator, and the Field Education Director will bring any deficiency in academic or non-academic performance – including behavior problems in the field – to the student’s attention as soon as it has been observed. The student, with assistance of these professionals, will have an opportunity to initiate timely corrective steps if needed.

Some examples of behaviors that may constitute professional concerns include but are not limited to: failure to engage appropriately in tasks associated with field education, lack of capacity to accept constructive feedback in supervision, failure to adhere to attendance standards and work requirements, failure to adhere to basic principles of social work practice and the NASW Code of Ethics, and discontinuation by two agencies for reasons related to appropriateness or readiness.

The student is responsible for notifying both the Agency Field Instructor and the Faculty Practicum Coordinator in a timely manner of any placement or performance concerns.
Students should refer to the following procedures regarding resolution of problems during the Field Education experience.

<table>
<thead>
<tr>
<th>Responsible Party</th>
<th>Explanation of Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work Program</td>
<td>Responsible to ensure that all parties involved identify issues and concerns and collaborate to achieve a rapid resolution.</td>
</tr>
<tr>
<td>Agency Field Instructor</td>
<td>Responsible for ongoing observations of student performance with clients, staff interactions, and paperwork. Immediate contact with the program is encouraged in order to address and resolve concerns in a timely manner. Ongoing candid and constructive feedback during supervision is recommended.</td>
</tr>
<tr>
<td>Faculty Practicum Coordinator</td>
<td>Responsible to monitor student progress through field seminar, individual faculty conferences, reviewing evaluations, and in the context of field site visits or other contacts.</td>
</tr>
<tr>
<td>Student</td>
<td>Responsible for notifying both the Agency Field Instructor and Faculty Practicum Coordinator in a timely manner about any practicum related concerns.</td>
</tr>
</tbody>
</table>

**Routine Process for Ongoing Communication & Problem-Solving:** Problem-solving steps to address student competency and practice behavior areas in need of improvement are modeled after the intervention techniques commonly taught in social work education.

| Situation                                                                 | Step 1                                                                                      | Step 2                                                                                   | Step 3                                                                                                                                                                                                 \---|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Field instructor has concerns but assesses that these are resolvable and a workable solution can be reached. | Field instructor and Faculty Practicum Coordinator will meet with the student to express concerns. | Field instructor will provide the program with written documentation identifying the areas of concern. | A plan to address the areas of concern will be written in a behavioral contract and implemented.                                                                                                                                                                |
| A student is concerned with goodness-of-fit in the assigned agency and/or with learning needs being met. | Student meets with the Faculty Practicum Coordinator to express concerns and seek a workable solution. | The student and Faculty Practicum Coordinator will meet with the Field Instructor to discuss concerns and find workable solutions. | If need be the program will consider a change in the assigned field agency and document the need.                                                                                                                                                                 |
| Field Instructor determines that there are concerns but the issues surrounding the circumstances are not resolvable at that point in time. | Field instructor and Faculty Practicum Coordinator will meet to discuss the issues surrounding the circumstances that are not considered resolvable. | Field instructor will provide the program with written documentation identifying the areas of concern. | When meetings to resolve the concerns have been unsuccessful the program will move towards a termination process from the agency and consider a... |
Faculty Program Coordinator determines there are either both academic or non-academic concerns at any point in the educational or field practicum process based on readiness factors.

The program will meet with the student to discuss identified areas of concern, provide written documentation, and determine if there is a workable solution.

The program determines there is not a workable solution at present and advises the student of appropriate options.

The program reserves the right to deny continuation in the program if all of the appropriate steps of the problem-solving process have been followed.

Probation/Dismissal Policies for Students in Field Education: Since Social Work field placements are considered an essential component of the social work student’s academic preparation for social work practice, all reasons for being placed on probation or for being dismissed from the program, including unsatisfactory performance in the field, are considered to be academic reasons. Student behaviors that may result in probation and/or dismissal from the field and/or the program, and the student’s rights during the processes of ameliorating problems, establishing probationary conditions, and dismissal, are described as follows:

Examples of student behaviors that may result in probationary status in field:

- A pattern of resistance to field site assignments and policies, insofar as those assignments and policies do not conflict with ethical standards for professional social work.
- Failure to comply with the agreed upon schedule for the field placement, except in the case of illness, emergency, or the death of someone in student’s personal support system. In those exceptions, students must notify the field site and faculty liaison as soon as possible of the need for absence.
- Failure to notify the field instructor and, if appropriate, scheduled clients, within a reasonable time prior to any unscheduled absence.
- A pattern of arriving late and/or leaving early from the field placement.
- Failure to attend supervision on a weekly basis and/or failure to use supervision to discuss field-related issues.
- Use of field placement time for work that is not field-related and/or not agreed upon with the field instructor.
- Failure to demonstrate active engagement in the learning process.
- Other patterns of behavior that are of mutual concern to the field instructor and Faculty Program Coordinator.

Examples of student behaviors that may result in dismissal from the field:

- Serious or repeated violation of social work ethics as outlined in the NASW Code of Ethics.
- Breaking a law in an agency-related matter or conviction of a felony during the field education year. (If it is discovered while the student is in the field that the student has failed to disclose a prior criminal conviction or open criminal case at the time of application or a conviction that occurs during the placement, this may also be considered grounds for dismissal.)
- Evidence of chemical dependence or substance abuse while enrolled in the social work
program.

- A serious breach of a field agency’s policy.
- Falsifying time sheets or other field placement records or reports.
- A consistently resistant or hostile attitude toward learning or supervision.
- An unwillingness or inability to carry out appropriate assignments in the field placement.
- Behavior that is emotionally or physically dangerous to agency clients, staff, or other students.
- Failure to achieve a passing grade in the Field Education placement.

If a student is discontinued from the field or does not receive a satisfactory grade or report, all documentation will be completed by the appropriate parties, distributed to the student, and placed in the student file. This report shall include a recommendation regarding future placement options based on the concerns leading to the termination or failure, which include continuation at a different agency or re-applying to the practicum in the future. The Field Education Director and/or Faculty Practicum Coordinator will advise the student of available options.

Process when student fails to comply with practicum agency expectations:
1. Practicum Director will meet with the agency to discuss concerns and goodness of fit for the student and agency.
2. Practicum Director will request a written letter or written evaluation from the agency documenting concerns.
3. Practicum Director will meet with the MSW Program Coordinator, the student and the student’s faculty advisor to discuss the agency’s concerns, as well as, to hear the student’s perspective of the situation.
4. The program, in consultation with the agency, will make the final determination of student continuation at the agency.
5. The program reserves the right to deny continuation in the program. The Student Review Committee is charged with making decisions regarding program termination.

FIELD EDUCATION RESOURCES

USU Field Education Definitions

**Advanced Year:** The second year of practicum is often referred to as the “advanced year”. The second-year placement is designed to introduce students to advanced or specialized practice settings that focus on specific methods (direct practice or management and planning practice) and populations (children and families, adults/older adults, etc.) that correspond to the various areas of specialized practice in social work. Consequently, access to a wider range of more complex practice opportunities is typically made available to advanced year students.

**Field Agency/Practicum Agency:** These terms are often used interchangeably, but all refer to the community-based agency, organization, or institution in which the student is assigned to complete their practicum hours.

**Agency Field Instructor:** The agency-based instructor on site – the individual assigned by the agency to directly approve student activities and responsibilities, provide ongoing formal and informal supervision to the student, guide the student’s professional growth and development, and evaluate student progress. This is generally shortened to “Field Instructor”.


Council on Social Work Education (CSWE): The national association representing social work education in the United States. CSWE’s Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories.

Faculty Field Coordinator: The Social Work faculty or staff member assigned to serve as the primary connection between the agency, the student, and the school. Sometimes shortened to “Field Coordinator”, in the Statewide Social Work program this individual is usually the student’s major professor. The Faculty Practicum Coordinator arranges and monitors student placements and is accessible to students and Field Agencies offering oversight and consultation in all aspects of the field placement process.

Field Education Director: Individual responsible for oversight and management of field operations for both Logan and all Statewide campuses. The Field Education Director is ultimately responsible for approving all field placement opportunities and assuring program compliance with CSWE Standards.

Foundation Year: The first year of placement in a Field Agency is referred to as the “Foundation Year”; The first year is designed to provide students with a range of learning opportunities across the intervention cycle (engagement, assessment, intervention, and evaluation) and across the levels of social ecology (individuals, families, groups, organizations, and communities) so that students may acquire and demonstrate identified generalist competencies.

Field Placement/Practicum: A required course of study designed for the preparation of social work practitioners that involves the supervised practical application of previously and concurrently studied theory and methodologies.

Required Field Education Hours
Field work generally takes place on weekdays (Monday – Friday) primarily between the hours of 8:00 am and 5:00 pm, depending on context of the agency. It is extremely rare for field experiences to be available during evening or weekend hours. Students are required to align their schedules with agency needs using the Agency Field Instructor’s guidance. There must be a supervisor on site whenever the student is physically present at the agency.

Traditional program MSW students complete two years of field placement, Advanced Standing students complete one. Required hours are listed in the table below:

<table>
<thead>
<tr>
<th>Field Experience Hours Requirements</th>
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<tbody>
<tr>
<td>Hours in Field Agency</td>
</tr>
<tr>
<td>Foundation Field Experience</td>
</tr>
<tr>
<td>Advanced Field Experience</td>
</tr>
</tbody>
</table>
Examples of Field Placement Agencies

Community partnerships are developed managed by faculty – please do not contact agencies directly without communication from your field coordinator. This list is subject to change.

**CHILD AND FAMILY SERVICES**
- Anson Family Counseling
- Aspiro Youth Services
- Bears Ears Child and Family Therapy
- Child and Family Empowerment Services
- Children’s Justice Center
- Division of Child and Family Services
- Family Support Center
- Grandview Family Counseling
- Lighthouse Youth and Family Counseling
- Quality Youth Services
- Stepping Stones Family Counseling
- The Family Place
- Wasatch Family Therapy
- Wellspring Child and Family Counseling

**DOMESTIC VIOLENCE**
- Citizens Against Physical and Sexual Abuse (CAPSA)
- Safe Harbor
- Sexual Assault and Anti-Violence Information (SAAVI)
- Your Community Connection (YCC)
- YWCA Utah

**MACRO**
- Clinical Social Work Association (CSWA)
- Community Action Program (CAP)
- I-System Institute
- Transforming Communities Institute
- Utah Pride Center
- Voices for Utah Children

**COMMUNITY PROGRAMS**
- Bear River Mental Health
- Davis Behavioral Health
- Four Corners Behavioral Health
- Northeastern Counseling Center
- San Juan Counseling
- Utah Navajo Health System
- Valley Behavioral Health
- Wasatch Behavioral Health
- Weber Human Services

**MEDICAL SOCIAL WORK & AGING**
- Fourth Street Clinic
- Intermountain Cancer Center
- Logan Regional Hospital – ER
- Logan Regional - Social Services
- McKay-Dee Social Services
- Moab Regional Hospital
- Sunshine Terrace
- VA Hospital

**CORRECTIONS**
- Cache County Sheriff’s Office
- Carbon County Sheriff
- Juvenile Justice Services
- Salt Lake County Jail
- Utah Department of Corrections – Northern Utah Community Corrections Center (NUCCCC)

**DISABILITIES/REHABILITATION**
- Cache Employment and Training Center
- Deseret Industries
MENTAL HEALTH
4 Healing Center
Aloha Behavioral Counseling
Aspire Counseling Network
Balance Connection
Clinical Consultants
Evolution Counseling
Family Solutions Counseling
Gold Counseling
Green House Center
Hope and Healing
Hopeful Beginnings
Insight & Empowerment Counseling
Intermountain Summit Day Treatment
Jessica Allred Counseling
LDS Family Services
Life Stone Counseling Centers
Melanie Elder, LCSW
Monarch Counseling and Healing Center
Mount Logan Clinic
Multicultural Counseling Center
Neurobehavioral Center for Growth
North Logan Therapy
Ora Counseling
Pebble Creek Counseling
Priestley Mental Health
Suncrest Counseling
Sutton Counseling
Touchstone Therapy
Trek Counseling
Resilient Solutions
Rooted Counseling
Uinta Academy
Veritas Mental Health

SCHOOL SOCIAL WORK
Box Elder School District
Cache County Schools
Canyons School District
Carbon School District
Davis School District
Duchesne County School District
Granite School District
Green Canyon High School
Logan City School District
Mountain Crest High School
Murray School District
Ogden School District
Pinnacle Academy
Project AWARE
Ridgeline High School
Salt Lake City School District
San Juan School District
Sunrise Elementary
Uintah School District
Washington School District
Weber School District

SPECIALIZED POPULATIONS
Cache Refugee and Immigrant Connection
Catholic Community Services
Eastern Utah Women’s Clinic
Encircle
Latino Behavioral Health Services
Moab Valley Multicultural Center

SUBSTANCE USE
Bear River Health Department – Substance Abuse Division
Comprehensive Treatment Clinic
House of Hope
Lifestar
Odyssey House
Reflections Recovery

USU SERVICES
USU CAPS
USU Eastern Student Counseling
USU Sorenson Center for Clinical Excellence
USU Uintah Basin CAP
Foundation Learning Contract and Evaluation

Placement Information

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Campus Name</th>
<th>Agency Name</th>
<th>Agency Field Instructor Name</th>
<th>Faculty Coordinator Name</th>
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The learning contract is the foundation for the supervision relationship and as such should be explicitly discussed and reviewed during formal supervision meetings at the agency; during your program supervision meetings each semester; as a part of your reflective journaling; and during discussions in the integrative professional seminar.

Listed below are the 9 competencies and associated practice behaviors that should be incorporated into the Learning Contract. Students need to think about agency specific tasks that are assigned directly by the agency and how those fit into increasing competencies and their associated practice behaviors. Students should review the competency and practice behaviors, and in collaboration with their Agency Field Instructor, choose or create at least one (1) activity for each competency that will demonstrate engagement with the associated practice behaviors.
## Instructions for completing this form:

### Learning Agreement Instructions

**Student:** At the beginning of the semester, select the activities that you will engage in to master each competency. 
Click the **SAVE DRAFT** button at the bottom of the form periodically to save your work. 
Click the **Student Learning Agreement Submit** button when you are finished.

**Agency Field Instructor:** Review the student’s learning activities for each competency. 
After reviewing, make any comments and then click the **Field Instructor Learning Agreement Submit button** at the bottom of the form.

**Faculty Coordinator:** Review the student’s learning activities for each competency and the Field Instructor’s comments. Add your own comments, and click the **Faculty Coordinator Learning Agreement submit** button at the bottom of the form.

### Evaluation Instructions

**Agency Field Instructor:** Rate your intern in comparison to a beginning-level generalist social worker. 
**Fall Semester Rating:** Record your rating in the **blue** column in each table. Please also provide comments in the **blue** comment box below each competency rating table. 
**Spring Semester Rating:** Use the **green** column in each table. Please also provide comments in the **green** comment box below each competency rating table. 
Click the **SAVE DRAFT** button at the bottom of the form periodically to save your work. 
Click the **Field Instructor Submit** button at the bottom of the form to forward the form to your student.

**Student:** Review your evaluation, and click the **Student Fall Semester Submit** button at the bottom of the form. (Click **Student Spring Semester Submit** after reviewing the Final Evaluation at the end of your placement.)

**Faculty Coordinator:** Review the evaluation, and click the **Faculty Coordinator Fall Semester Submit** button at the bottom of the form. (Click **Faculty Coordinator Spring Semester Submit** after reviewing the Final Evaluation at the end of the placement.)
## Rating Scale

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<thead>
<tr>
<th>Rating</th>
<th>Rating Description</th>
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<tbody>
<tr>
<td>3</td>
<td><strong>Highly Competent</strong> - Student demonstrates exemplary understanding and application of the practice behaviors associated with the competency. The knowledge base, skills, or actions related to the competency are ahead of what would be typically observed or expected of students at this stage of professional development. The student requires minimal mentoring in this area of practice.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Competent</strong> - Student is ready for practice in this area with ongoing supervision and support. They demonstrate a foundational understanding and application of the practice behaviors associated with the competency as well as continual progression in their development as a practitioner. They show self-awareness, seek supervision, and exhibit appropriate confidence in this competency area.</td>
</tr>
<tr>
<td>1</td>
<td><strong>Not Yet Competent</strong> - Student is developing competence with assistance and some coaching. They require some prompting in the practice behaviors associated with this competency. The student demonstrates some skill and will benefit from continual practice and assistance. There may be some concerns about development in this competency and it should be a focused area for improvement.</td>
</tr>
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### Competency 1: Demonstrate Ethical and Professional Behavior

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.
**Practice Behaviors**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

**Task examples that could develop this competency are listed below. Please check all that apply.**

- I will identify 2 ways client values differ from my own and reflect how or why that might effect how I engage with clients and discuss during supervision and/or reflective journaling.
- I will identify 2 ethical issues for reflection that may impact my practice and discuss them through supervision and/or reflective journaling.
- I will identify 2 ethical dilemmas and note what part of the Code of Ethics applies during supervision.
- I will research one ethical decision-making framework, apply it to a case, and share results with my supervisor.
- I will interview a co-worker to determine how he/she handles ethical dilemmas and reflect on this with my supervisor.
- I will consult once a month with my supervisor about how social media can be misused with clients.
- I will come prepared with my agency supervision conference form outlining an agenda for discussion for all supervisory meetings.
- I will ask for supervisory feedback on my professional demeanor during my monthly supervisory meetings and apply any feedback received.
Please write in any other tasks the student will engage in under this competency

**Evaluation:** Rate the student on this competency and provide comments to support your rating.

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<th>Fall Semester Rating</th>
<th>Spring Semester/Final Rating</th>
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**Fall Semester Comments** (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button.)

**Spring Semester/Final Comments** (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button.)

**Competency 2: Engage Diversity and Difference in Practice**

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.
**Practice Behaviors**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Task examples that could develop this competency are listed below. Please check all that apply.**

☐ Review two forms of literature (journal articles, books, etc.) on areas of difference and diversity related to client population(s) served by agency. Share findings with agency supervisor and/or discuss in practicum seminar by mid-term each semester.

☐ Document in writing evidence of actively recognizing clients as experts in their own lives, and seeking client perspective with regard to issues of diversity and difference. Share in practicum seminar discussions each semester.

☐ In formal supervision meetings, identify and process ways clients experience difference and implications for providing services.

☐ In monthly supervision, identify personal biases and preconceptions related to areas of difference and process how to manage discrepancies between personal and professional values and beliefs.

☐ Identify and describe how the population served is impacted by exclusions and how it is oppressed, marginalized, alienated or what examples of privileges and power it has

Please write in any other tasks the student will engage in under this competency

**Evaluation:** Rate the student on this competency and provide comments to support your rating.
### Fall Semester Rating | Spring Semester/Final Rating
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- 3 Highly Competent | - 3 Highly Competent
- 2 Competent | - 2 Competent
- 1 Not Yet Competent | - 1 Not Yet Competent

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### Spring Semester/Final Comments *(To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button.)*

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**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.
Practice Behaviors
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
• apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
• engage in practices that advance social, economic, and environmental justice.

Task examples that could develop this competency are listed below. Please check all that apply.
 □ Review literature on oppression, discrimination, as well as social, economic, and environmental justice. Bring examples to faculty supervisor for mid-term meeting discussion.
 □ In monthly supervision, identify how clients experience and are impacted by injustice on micro, mezzo, and macro levels.
 □ In writing, review a case history and identify critical points where institutional/system barriers interrupted the client’s current wellbeing, increased his/her vulnerability, and impaired their ability to achieve full potential. Review and clarify identified issues at agency staff meeting.
 □ Identify an existing agency barrier impacting clients, and develop an intervention plan to remove or mitigate the obstacle. By year’s end, develop sufficient competency to proactively address impediments to client service and include this process in your philosophy paper for the integrative professional seminar.

Please write in any other tasks the student will engage in under this competency

Evaluation: Rate the student on this competency and provide comments to support your rating.

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

Learning Agreement: Select or create the activities you will engage in to develop this competency.

Practice Behaviors
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Task examples that could develop this competency are listed below. Please check all that apply.

☐ Research and document evidence-based practice models that are relevant to the population served by the agency. For example, review the literature on group work with adolescents who abuse alcohol or another applicable client population.
☐ In supervision, discuss with field supervisor research findings and practice implications related to evidence-based practice models, such as group work interventions for adolescents who abuse alcohol or another applicable client population.
☐ Plan and implement an evidenced-based practice model, such as facilitating a psycho-educational group with adolescents who abuse alcohol or another applicable client population.
☐ Design and implement an evaluative strategy for determining intervention effectiveness, and document results.

Please write in any other tasks the student will engage in under this competency

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**Evaluation:** Rate the student on this competency and provide comments to support your rating.

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**Competency 5: Engage in Policy Practice**

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.
Practice Behaviors

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Task examples that could develop this competency are listed below. Please check all that apply.

☐ In supervision, identify ways clients experience oppression and discrimination when it comes to accessing resources at your agency or on a local, state, or federal level; and discuss your findings during supervision.
☐ I will visit three allied agencies to learn about fundraising resources and share what I learned in supervision or in the practicum seminar.
☐ Become familiar with current political events by identifying current policy issues. In supervision, discuss the effects of these issues on clients and service delivery systems.
☐ Review literature related to social, economic, and environmental justice policy and its impact on clients served by your agency and present the information in staff meeting or other appropriate settings.
☐ Engage with community-based systems to improve client access. For example, work with the school system/administration to provide services to a previously denied client.

Please write in any additional tasks the student will engage in with this competency.

Evaluation: Rate the student on this competency and provide comments to support your rating.
### Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.
**Practice Behaviors**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Task examples that could develop this competency are listed below. Please check all that apply.**

- Research at least 3 past records to discover how client needs were met by the social worker.
- Observe 2 professionals engaging with clients at my agency and discuss what I learned during supervision.
- Select one interpersonal skill and set a goal with measurable strategies including evaluation during the year to become more effective in engaging clients.
- Keep a reflective journal of how I use my interpersonal skills to engage clients and share with agency or faculty supervisor or in the practicum seminar.

**Please write in any other tasks the student will engage in under this competency**

**Evaluation:** Rate the student on this competency and provide comments to support your rating.

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| Spring Semester Comments | (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button.) |

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**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.
Practice Behaviors
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Task examples that could develop this competency are listed below. Please check all that apply.

☐ Complete an eco-map with one of my clients and share what you learned in supervision or practicum seminar.
☐ Review the “Search Institute” website for assessment protocols used with families, adolescents, or children.
☐ Review the resiliency.com website for assessment protocols or other related sites.
☐ Complete a client assessment and discuss the outcome and get feedback on areas of improvement
☐ Educate myself about the agency assessment process by reading the client files and noting how the worker assessed client needs; developed goals and objectives; and selected intervention strategies. Discuss your findings in supervision or practicum seminar.
☐ Conduct a needs assessment (either for a group of clients, a certain department/team via survey or focus group).

Please write in any additional tasks the student will engage in with this competency.

Evaluation: Rate the student on this competency and provide comments to support your rating.
### Fall Semester Rating

- [ ] 3 Highly Competent
- [ ] 2 Competent
- [ ] 1 Not Yet Competent

### Spring Semester/Final Rating

- [ ] 3 Highly Competent
- [ ] 2 Competent
- [ ] 1 Not Yet Competent

#### Fall Semester Comments
(To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button.)

#### Spring Semester/Final Comments
(To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button.)

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**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.
Practice Behaviors
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:
- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Task examples that could develop this competency are listed below. Please check all that apply.

☐ Discuss how to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
☐ I will evaluate various interventions across all levels of practice (micro, mezzo, macro) in considering the best response to meet client needs and share my findings during staff meetings and/or in practicum seminar.
☐ I will discuss client progress on treatment goals and agency termination protocols during my ongoing supervision in the agency.
☐ Identify evidence-informed interventions used by the internship site and discuss how these will be used to achieve client goals.
☐ Discuss benefits of interdisciplinary, inter-professional, and inter-organizational collaboration in supervision and team meetings.

Please write in any other tasks the student will engage in under this competency

Evaluation: Rate the student on this competency and provide comments to support your rating.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.

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Practice Behaviors
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:
- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Task examples that could develop this competency are listed below. Please check all that apply.
- Practice self-reflection and self-correction through use of supervision, process recording, role playing or journaling.
- I will discuss with my supervisor how client interventions can change as client’s situations shift.
- Discuss theories that apply to student practice and how to connect theory to practice.
- Discuss in supervision how I will be evaluating client outcomes.
- Explore and discuss the use of qualitative and quantitative methods for evaluating outcomes and practice effectiveness.
- I will offer suggestions to my supervisor as to how the agency could better reach populations or develop more sustainable services.
- Conduct a single-subject design evaluation procedure and implement with a client.

Please write in any additional tasks the student will engage in with this competency.

Evaluation: Rate the student on this competency and provide comments to support your rating.

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**Learning Agreement Submit Buttons**

Has not been actioned

**Agency Field Instructor Learning Agreement Comments**

Has not been actioned

**Faculty Coordinator Learning Agreement Comments**

Has not been actioned

**Fall Semester Evaluation Submit Buttons**

Agency Field Instructor Fall Semester Comments

Has not been actioned

Student Fall Semester Comments

Has not been actioned
Faculty Coordinator Fall Semester Comments

Has not been actioned

Spring Semester/Final Evaluation Submit Buttons

Agency Field Instructor Spring Semester Comments

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Student Spring Semester Comments

Has not been actioned

Faculty Coordinator Spring Semester Comments

Has not been actioned
Advanced Learning Contract and Evaluation

Placement Information

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<tr>
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The learning contract is the foundation for the supervision relationship and as such should be explicitly discussed and reviewed during formal supervision meetings at the agency; during your program supervision meetings each semester; as a part of your reflective journaling; and during discussions in the integrative professional seminar.

Listed below are the 9 competencies and associated practice behaviors that should be incorporated into the Learning Contract. Students need to think about agency specific tasks that are assigned directly by the agency and how those fit into increasing competencies and their associated practice behaviors. Students should review the competency and practice behaviors, and in collaboration with their Agency Field Instructor, choose or create at least one (1) activity for each competency that will demonstrate engagement with the associated practice behaviors.
Instructions for completing this form:

### Learning Agreement Instructions

**Student:** At the beginning of the semester, select the activities that you will engage in to master each competency. 
Click the **SAVE DRAFT** button at the bottom of the form periodically to save your work. 
Click the **Student Learning Agreement Submit** button when you are finished.

**Agency Field Instructor:** Review the student's learning activities for each competency. 
After reviewing, make any comments and then click the **Field Instructor Learning Agreement Submit button** at the bottom of the form.

**Faculty Coordinator:** Review the student’s learning activities for each competency and the Field Instructor’s comments. Add your own comments, and click the **Faculty Coordinator Learning Agreement submit button** at the bottom of the form.

### Evaluation Instructions

**Agency Field Instructor:** Rate your intern in comparison to an advanced generalist MSW social worker. 
**Fall Semester Rating:** Record your rating in the **blue** column in each table. Please also provide comments in the **blue** comment box below each competency rating table. 
**Spring Semester Rating:** Use the **green** column in each table. Please also provide comments in the **green** comment box below each competency rating table. 
Click the **SAVE DRAFT** button at the bottom of the form periodically to save your work. 
Click the **Field Instructor Submit button** at the bottom of the form to forward the form to your student.

**Student:** Review your evaluation, and click the **Student Fall Semester Submit button** at the bottom of the form. (Click **Student Spring Semester Submit** after reviewing the Final Evaluation at the end of your placement.)

**Faculty Coordinator:** Review the evaluation, and click the **Faculty Coordinator Fall Semester Submit button** at the bottom of the form. (Click **Faculty Coordinator Spring Semester Submit** after reviewing the Final Evaluation at the end of the placement.)
Rating Scale

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<td>3</td>
<td><strong>Highly Competent</strong> - Student demonstrates exemplary understanding and application of the practice behaviors associated with the competency. The knowledge base, skills, or actions related to the competency are ahead of what would be typically observed or expected of students at this stage of professional development. The student requires minimal mentoring in this area of practice.</td>
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<td>2</td>
<td><strong>Competent</strong> - Student is ready for practice in this area with ongoing supervision and support. They demonstrate a foundational understanding and application of the practice behaviors associated with the competency as well as continual progression in their development as a practitioner. They show self-awareness, seek supervision, and exhibit appropriate confidence in this competency area.</td>
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<td>1</td>
<td><strong>Not Yet Competent</strong> - Student is developing competence with assistance and some coaching. They require some prompting in the practice behaviors associated with this competency. They demonstrate some skill and will benefit from continual practice and assistance. There may be some concerns about development in this competency and it should be a focused area for improvement.</td>
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**Competency 1: Demonstrate Ethical and Professional Behavior**

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.
Practice Behaviors
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- **Demonstrate a clear commitment to ethical practice, professional use of self, self-improvement and self-care commensurate with advanced practice at all levels.**
- **Articulate a personal conceptual framework of practice to integrate and differentially apply theories to guide practice at all levels.**

Task examples that could develop this competency are listed below. Please check all that apply.

☐ Attend workshop or a conference session on ethics/discuss what you learned with agency or faculty supervisor at monthly meeting and apply to situations such as dual relationships that arise in advanced practice contexts; Research laws governing service provision to understand how they impact client population and discuss in monthly supervision meeting; Interview three practicing MSWs and discuss.

☐ Articulate your personal practice philosophy to your supervisor during monthly meeting; discuss the application of your personal practice philosophy to a particular case during monthly supervisory meeting; Articulate how your personal practice philosophy might be applied differently depending on which practice level you are working with during monthly meeting with field supervisor.

Please write in any other tasks the student will engage in under this competency

**Evaluation:** Rate the student on this competency and provide comments to support your rating.
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**Competency 2: Engage Diversity and Difference in Practice**

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.
Practice Behaviors
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:
- Work competently with diverse populations using culturally relevant, strengths-based, and empowering methods, programs, policies, and services.

Task examples that could develop this competency are listed below. Please check all that apply.
☐ Student utilizes weekly supervision to identify, discuss, and appropriately manage personal values, beliefs, and biases.
☐ Student maintains a reflective journal to record observations of practice and personal reactions related to issues of client diversity and difference, and incorporates into ongoing discussion with supervisor.
☐ Student identifies local resources for diverse clientele (or that specialize in working with diverse groups) and exhibits competence in linking clients with these services.
☐ Student attends training and other educational opportunities related to working with clients of diverse populations

Please write in any other tasks the student will engage in under this competency

Evaluation: Rate the student on this competency and provide comments to support your rating.

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### Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.

**Practice Behaviors**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Demonstrate commitment to social, economic, and environmental justice through leadership within agencies, communities, and state, national, and international forums.

**Task examples that could develop this competency are listed below. Please check all that apply.**

- ☐ Student exhibits awareness of contemporary social/legislative issues that impact vulnerable populations and contribute to injustice (e.g., student follows a bill promoting civil rights for a marginalized group).
- ☐ Student incorporates knowledge and awareness of issues related to injustice in practice in agency- and client-based activities (e.g., student works with agency staff to increase sensitivity to injustice experienced by clients and intervenes, such as advocating for and/or developing language-based services for non-English speakers).

**Please write in any other tasks the student will engage in under this competency**

**Evaluation:** Rate the student on this competency and provide comments to support your rating.
### Fall Semester Rating
- 3 Highly Competent
- 2 Competent
- 1 Not Yet Competent

### Spring Semester/Final Rating
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### Competency 4: Engage in Practice-Informed Research and Research-informed Practice

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.
Practice Behaviors
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Utilize critical thinking to monitor and evaluate interventions at all levels of practice through the application of research and practice/program evaluation of knowledge and skills.

Task examples that could develop this competency are listed below. Please check all that apply.

☐ Student demonstrates ability and commitment to researching specific interventions and treatment modalities in order to improve service to client systems (e.g., student conducts an extensive review of the literature on assessing and treating Generalized Anxiety Disorder, and integrates knowledge gained into practice).

☐ Student utilizes a relevant practice/program evaluation design to measure intervention effectiveness and improve practice (e.g., student collects ongoing data on client anxiety using standardized measurements and incorporates results into treatment planning).

Please write in any other tasks the student will engage in under this competency

Evaluation: Rate the student on this competency and provide comments to support your rating.

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Competency 5: Engage in Policy Practice

Learning Agreement: Select or create the activities you will engage in to develop this competency.

**Practice Behaviors**
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:
- Use policy as a leadership and practice method for effecting change at all levels of practice.

**Task examples that could develop this competency are listed below. Please check all that apply.**

- Student articulates awareness and understanding of how client systems are impacted by issues of difference and diversity (e.g., in supervision student discusses how lack of housing for homeless LGBTQ youth places them at increased risk of victimization).
- Student engages in activities to specifically address policy-related obstacles and/or gaps that negatively impact client systems (e.g., student works with community leaders to develop support services specific to the needs of GLBTQ homeless youth).
- Student engages in agency efforts to explore and expand resources and support opportunities (e.g., student contributes to a grant application or other fundraising efforts).

**Please write in any additional tasks the student will engage in with this competency.**

**Evaluation:** Rate the student on this competency and provide comments to support your rating.

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

Learning Agreement: Select or create the activities you will engage in to develop this competency.
Practice Behaviors
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Engage client systems autonomously through a well-developed, professional use of self as well as application of integrated theoretical knowledge and skills.

Task examples that could develop this competency are listed below. Please check all that apply.

☐ Select one interpersonal skill for improvement to become more effective in building rapport with a client system and monitor through formal real-time feedback from clients regarding the process and outcome of therapy. Utilizing tools such as Outcome Rating Scale (ORS) and Session Rating Scale (SRS)
☐ Maintain a journal to reflect on engagement skills and strategies used with clients, making note of client responses, then discussing in supervision.
☐ Role play a challenging situation with supervisor or colleague to solicit constructive feedback around specific engagement approaches.

Please write in any other tasks the student will engage in under this competency

Evaluation: Rate the student on this competency and provide comments to support your rating.

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Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Learning Agreement: Select or create the activities you will engage in to develop this competency.
**Practice Behaviors**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Assess client systems autonomously through a well-developed, professional use of self as well as application of integrated theoretical knowledge and skills.

**Task examples that could develop this competency are listed below. Please check all that apply.**

- [ ] Independently present in a staff or supervisory meeting a complete multi-dimensional assessment, including DSM diagnostic criteria, with a discussion to justify conclusions and potential implications for the client.
- [ ] Research and select two specific and relevant assessment instruments based on a presenting issue. Discuss with supervisor the advantages and disadvantages of each instrument.
- [ ] Create and maintain a file of effective assessment tools for client systems at all levels of intervention and make arrangement to share the file with other practitioners in the agency.
- [ ] Conduct a strengths-based assessment with a client system and then collaborate with client to identify strategies to achieve goals and share results during supervision

**Please write in any additional tasks the student will engage in with this competency.**

**Evaluation:** Rate the student on this competency and provide comments to support your rating.

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**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.
**Practice Behaviors**
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:
- Intervene with, and on behalf of, client systems autonomously through a well-developed, professional use of self as well as application of integrated theoretical knowledge and skills.

**Task examples that could develop this competency are listed below. Please check all that apply.**

☐ Student can determine the theory behind the complexity of client situations, articulate appropriate interventions in the treatment plan, and collaborate with the supervisor and in treatment meetings (how would you measure this?)
☐ Student applies research-based interventions with client systems and collaborates with supervisor regarding the efficacy of chosen interventions
☐ Student demonstrates skills to link client assessment to intervention as reflected in written treatment plan as reviewed by his/her supervisor (very vague- not sure this is measurable)

**Please write in any other tasks the student will engage in under this competency**

**Evaluation:** Rate the student on this competency and provide comments to support your rating.

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Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.

**Practice Behaviors**
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Monitor and evaluate interventions at all levels of practice through the autonomous application of research and program evaluation knowledge and skills.

**Task examples that could develop this competency are listed below. Please check all that apply.**

- Student autonomously implements agency protocols for ongoing evaluating client outcomes as demonstrated through conducting case reviews, audit of client records, goal attainment scales, pre/post test, client satisfactions surveys, and standardized instruments.
- Student independently contributes ideas for program improvement during staff meetings, supervision meetings, etc. based on his/her own observations from his/her work with clients at a micro, mezzo, macro level. (might need more concrete examples to enable measurement).

**Please write in any additional tasks the student will engage in with this competency.**
**Evaluation:** Rate the student on this competency and provide comments to support your rating.

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<tr>
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<th>Spring Semester/Final Rating</th>
</tr>
</thead>
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<td>○ 3 Highly Competent</td>
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<tr>
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<td>○ 2 Competent</td>
</tr>
<tr>
<td>○ 1 Not Yet Competent</td>
<td>○ 1 Not Yet Competent</td>
</tr>
</tbody>
</table>

**Fall Semester Comments** (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button.)

<table>
<thead>
<tr>
<th>Spring Semester/Final Comments</th>
<th>(To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button.)</th>
</tr>
</thead>
</table>

**Learning Agreement Submit Buttons**

Has not been actioned

**Agency Field Instructor Learning Agreement Comments**

Has not been actioned

**Faculty Coordinator Learning Agreement Comments**

Has not been actioned

**Fall Semester Evaluation Submit Buttons**

**Agency Field Instructor Fall Semester Comments**
Has not been actioned

**Student Fall Semester Comments**

Has not been actioned

**Faculty Coordinator Fall Semester Comments**

Has not been actioned

**Spring Semester/Final Evaluation Submit Buttons**

Has not been actioned

**Agency Field Instructor Spring Semester Comments**

Has not been actioned

Has not been actioned

**Faculty Coordinator Spring Semester Comments**

Has not been actioned
References