

MASTER OF SOCIAL WORK PROGRAM

DEPARTMENT OF SOCIAL WORK

UNIVERSITY OF MINNESOTA DULUTH

PRACTICUM MANUAL

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Department of Social Work Mission and Goals

Department of Social Work Mission

The mission of the Department of Social Work at the University of Minnesota Duluth is to promote human well-being and advance social justice through teaching, research, and service. We prepare competent and effective generalist and advanced generalist social workers who are leaders both in expanding the profession's knowledge base and in developing socially just service delivery systems. Our graduates are committed to pursuing culturally responsive practice among and within diverse populations with an emphasis on working with American Indians, especially in rural communities. The education we provide is based on the knowledge, values, and skills of social work and is grounded in the profession's history, purposes, and philosophy.

Department Goals

In order to prepare generalist and advanced generalist practitioners who are grounded in the values and ethics of the social work profession; the Department of Social Work at the University at UMD has the following six goals:

1. To prepare generalist and advanced generalist social workers who are committed to actively pursuing culturally responsive practice and social justice.
2. To conduct research that contributes to the social work knowledge base and promotes effective, evidence-informed social work practice.
3. To promote learning and community service through engagement with diverse communities on the local, regional, national, and international levels.
4. To promote American Indian family and community preservation as part of a larger effort to achieve social justice through teaching, research, service, and practicum education.
5. To prepare generalist and advanced generalist social workers for effective practice with American Indians, especially in underserved communities.
6. To promote best practices in generalist and advanced generalist practice (i.e. child welfare, community/organizations, mental health) through teaching, research, service, interdisciplinary training, and practicum education.

MSW Program Mission

Based on general systems theory and the understanding of the person-in-environment, the general program goal is to graduate students with advanced knowledge and skills in strengthening individuals, groups and families, and organizations and communities, through interventions at the direct service, administration and community levels. Furthermore, graduates

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will have acquired skills to move into positions of leadership, both within the profession, as well as in the community. To accomplish this goal, an integrated sequence of courses have been developed to meet the needs of the students and American Indian content is integrated into all coursework.

Effective helping at any system level requires a combination of approaches. The effective helping process requires that students have a broad base of knowledge in psychological, social, economic, political and societal problems and the skills to solve them.

Graduates will have developed self-awareness, as well as have acquired an “advanced generalist” base of knowledge and skills. Accordingly, students are prepared to work in a variety of social and health settings, and at a variety of levels of system intervention.

Descriptions of Foundation Practicum and Advanced Practicum

Foundation Practicum

Foundation Practicum is the equivalent of the practicum experience that BSW students receive. The focus is on generalist social work at the direct practice, organizational and community level. This year is also referred to as the foundation year. The learning experiences and content are operationalized in the student's learning contract. They must prepare the student for the concentration year by including the core interviewing skills and the development and application of the problem-solving model, within the context of systems theory. Case management and individual/family advocacy are appropriate assignments, as well as work on agency committees and community organization projects.

Advanced Practicum

Advanced Practicum is designed to help students develop the knowledge and skills needed for effective advanced generalist practice. Accordingly, the seminar is focused on integrating classroom theories and intervention methodologies with applied agency practice at the micro and macro levels of the advanced generalist model.

Foundation Practicum Objectives

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 appropriate to context.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in difficult practice situations.
3. Apply an understanding of social, economic, environmental justice to advocate for human rights at the individual and system levels.
4. Use practice experience and theory to inform scientific inquiry and research.
5. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
6. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
7. Apply knowledge of human behavior and the social environment, person-in-environment, and multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
8. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
9. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
10. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
11. Select and use appropriate methods for evaluation of outcomes.

Advanced Practicum Objectives

In order to satisfactorily complete Advanced Practicum, students must demonstrate competence in the following practice behaviors in relationship to Advanced Generalist Practice:

1. Make complex 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 appropriate to context. Identify, articulate and advocate social work perspective.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in difficult practice situations. Demonstrate the ability to reflect upon and separate personal and professional judgment and behavior.
3. Comprehend and display commitment to culturally competent social work practice.
4. Demonstrate the ability to reflect upon and critique social worker influence of power and privilege, makes adjustments to personal practice approaches as needed.
5. Demonstrates the ability to effectively advocate for human rights at the individual and system levels.
6. Autonomously applies theoretical models for social change and can articulate recommended changes.
7. Use practice experience and theory to inform scientific inquiry and research to better inform scientific inquiry and research to better inform direct practice decisions
8. Describe methods for policy change processes at the micro, mezzo, and macro levels.
9. Integrates theories of human behavior and the social environment into concentration year practicum placement experience.
10. Demonstrates advanced practice knowledge in application of empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.
11. Demonstrates advanced assessment skills in ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
12. Select and apply appropriate intervention strategies based on assessment, research knowledge, values and preferences of clients and constituencies
13. Demonstrate the ability to use evidence-based methods appropriately in application of interventions.
14. Autonomously identifies process of stages of service provision; facilitates effective transitions and endings that advance mutually agreed-on goals
15. Select and use appropriate methods of evaluation of outcomes. Critiques and recommends refinement of measures for data collection if indicated.

Prerequisites

8801 Foundation Practicum (3cr/sem. or credit arranged; enrollment required for entire academic year or summer sessions; prereq, admission to MSW program; co-reqs., SW 8111 & 8112) (S-N only). Students may, with special practice faculty approval, complete SW 8111 and 8112 (our foundation practice methods courses) before enrolling in Foundation Practicum. At minimum, this requires having had six months of paid social work related experience (so that they can adequately participate in SW 8111 & 8112).

8802 Advanced Practicum (4cr/sem. or credit arranged; prereqs, admission to MSW program and completion of SW 8801; co-reqs., SW 8441, 8331, & either 8031,8332,8443, or 8544; enrollment required for entire academic year or summer sessions (S-N only)).

Concurrent Placements

These placements span 16 hours per week over the course of the nine-month academic year. A full classroom course load is carried by full-time students.

Block Placements

Only the summer sessions can be used for block placements, which require twelve weeks of placement at forty hours per week . At this time, block placements are only allowed for Advanced Practicum. All prerequisites apply.

Practicum Placement Policies

Agency Affiliation

The Social Work Department seeks formal affiliations with public and private agencies whose policies and programs are consistent with the mission of the Social Work Department.

Process

The potential placement agency's capability to provide the setting, experiences, supervision and instruction, is assessed and approved by the Practicum Staff using the following procedure:

1. Identification of Potential Placement: Agency personnel, community persons, students and faculty may identify potential placements by contacting the Practicum Director.
2. Application: Application materials are sent to identified agencies by the Practicum Director (Appendix A).
3. Agency Review and Determination of Acceptance: The Practicum Director reviews completed application materials and generally follows this with a telephone or face-to-face discussion with the agency applicant. An important factor to assess is whether the agency can provide the appropriate resources and learning opportunities required by the Department. A determination is made concerning the appropriateness of the learning experiences.
4. Agency Confirmation and Agreement: If the evaluation is mutually satisfactory to the agency and the Practicum Director, students may be referred to the agency for placement.
5. Agency must sign an Affiliation Agreement with the University that covers a 5 year time period.
6. Agencies are re-contacted annually to determine their interest in having practicum students for the next year. Practicum staff evaluates the match between the agency and the program.

Criteria for Selection of Agencies

Agencies are selected based on their ability to give students the opportunity to gain practice experience through directed instruction and supervision in activities and settings reflective of the Practicum Guidelines. The following criteria are used to assess the agency's capability to provide appropriate practicum placements:

1. Commitment to actively participate as a partner in professional education for the students. This is a primary criterion and involves a commitment to service compatible with the values and ethics of social work.
2. Acceptance of the basic goals of the Practicum program, and a readiness to invest time and effort in the educational process. Cooperative planning is required by both the Practicum Staff and agency to facilitate the arrangements needed to enhance the student's learning.
3. Ability to provide the MSW supervisory staff. It is expected that workloads may be adjusted for such staff in order to assure adequate time to meet the learning needs of the students. The agency considering a partnership with the Department should assess both its capability to assume the obligations involved and the advantages derived from the association. A substantial investment of interest and staff time is essential. The MSW Supervisor will function as the teacher/mentor. The Supervisor also serves as the educational coordinator for the student, ensuring that all practicum experiences optimally contribute to the student's learning contract. It must be understood that some students will require more than the minimum of one teaching hour per week.
4. The agency should be able to assure the availability of an appropriate variety, quality and quantity of practice learning experiences with individuals, families, groups, organizations, and communities.
5. The agency will provide the physical facilities necessary to accommodate students. When possible those include desk space, facilities for privacy in interviewing and instruction, resources for necessary travel, including home visits, and essential clerical services. The Department expects agencies to provide an accessible environment for people with disabilities.
6. Whenever possible, agencies are encouraged to provide educational stipends.
7. Agencies will meet the program's expectation that students will be given the opportunity to work with BIPOC, LGBTQ2S+, peoples with disabilities, other oppressed populations, and rural communities.
8. Agencies will annually fill out and submit a Practicum Placement Contract (Agreement to Placement form) which signifies their compliance with the requirements of the Practicum Program, for each student.

Criteria for Selection of Practicum Supervisors

1. Practicum Supervisors will be expected to:
 - a. Hold an MSW degree from an CSWE-accredited program and have two years post-MSW experience. Must hold a valid social work license unless exempt by the Minnesota Board of Social Work.
 - b. Have been employed at the agency for at least six months prior to becoming an Practicum Supervisor for this program.
 - c. Develop a clear learning contract with the student about performance expectations. The expectations are to be stated in terms of behavioral learning goals, methods of achievement, and standards of measurement. The conceptualization of the learning contract is shared between the Practicum Supervisor and the student. The Practicum Supervisor must inform the student about the activities possible to meet each of the goals in the learning areas, as there is no way the student can know these ahead of time. The students will write the contract.
 - d. Provide instruction on a regular basis in an individual supervisory conference, at least one hour a week. The Practicum Supervisor must be willing to serve as a teacher/mentor and educational coordinator for the student and provide feedback to the student on an ongoing basis.
 - e. Develop specific practice opportunities, which will enable the student to fulfill the expectations of the learning contract. This includes arranging for specific learning activities that address issues of diversity.
 - f. Communicate with the student and the Faculty Liaison about any unusual opportunities, conditions or problems as soon as they are evident.
 - g. Participate with the student in the preparation of the student performance evaluations during the middle and final evaluation times.
 - h. Participate in Practicum Program meetings regarding the program curriculum and/or effective practicum instruction. **All PracticumSupervisors are required to complete the Department of Social Work PracticumSupervisor Training program prior to being eligible to supervise an MSW student.**
2. The agency may provide MSW supervision through one of its MSW board members or through a community MSW not formally associated with the agency. However, both require a written agreement explaining the roles and responsibilities of the MSW and of a specifically designated on-site practicum supervisor. The on-site supervisor serves as the student's day-to-day mentor, teacher, and educational case manager. They are expected to be in contact regularly (at least monthly) with the MSW Supervisor to ensure that there is a close coordination between the student's daily work and their MSW supervision/mentoring. The student is primarily accountable to their MSW supervisor for

completion of their learning contract and, in this role, the MSW may sometimes have to work with the on-site supervisor to ensure that the student is sufficiently focused on their contract learning objectives. Both the MSW and the on-site supervisor are expected to actively participate in the contract formulation and mid-year and final performance evaluations. [Note that the Department encourages, but does not require, the agency financially remunerating the outside MSW for their efforts. Under no circumstances can the student be expected to pay for their supervision.]

This section clarifies the roles and responsibilities of Practicum Supervisors in the UMD MSW Practicum Program.

Definition of supervision (Maypole, 1997):

Dr. Don Maypole describes supervision with three components, which interact to achieve the goals of the agency and the UMD MSW Practicum Program:

- To ensure the student's accountability to the agency and to the UMD MSW Practicum Program
- To ensure the professional education of the student and,
- To provide emotional support for the student's learning

Supervisor Administrative Roles (accountability)

Although there are different ways in which practicum placement programs can be structured, the practicum agency/practicum program "contractual model" (Bogo and Globerman, 1995) is used at UMD. This model entails close coordination between the Practicum Supervisor and the Practicum Program's Faculty Liaison.

The Practicum Supervisor is the administrative "linking pin" (Plunkett, 1983) between the agency and the UMD MSW Practicum Program. In this role, the Supervisor functions as the channel of communication between the two.

In addition, this role connotes "accountability" to both the agency and to the Practicum Program. This "accountability" however, may create both "role conflict" and "role ambiguity" for the Supervisor (Plunkett, 1983). The former occurs when the agency and the UMD MSW Practicum Program make competing demands in relation to administrative issues and the student's learning and the latter occurs when the demands of the agency and the Practicum Program are unclear. Both the agency and the Practicum Program have a responsibility to avoid these problems. However, it is expected that Supervisors will contact the Practicum staff to clear up conflicts and ambiguities expeditiously.

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In working with the student, it is the Supervisor's responsibility to ensure that the student follows the policies and procedures of the agency and the Practicum Program.

Supervisor Educational Roles (teaching)

In addition to serving as the overall "educational coordinator" for the student's learning experiences in the agency and community, the supervisors are (1) coach/teacher (to actualize the student's learning contract to develop specific skills/competencies in the advanced generalist curriculum model), (2) judge/evaluator (to continually assess the student's progress toward the professional educational goals), (3) advocate (to intervene in agency situations which are detrimental to the student's learning, e. g. harassment or role conflicts), (4) role model (to facilitate the student's learning), and (5) problem-solver (to assist the student in gaining critical thinking skills).

Emotional Support

Student learning at all levels of practice is emotionally charged and frequently challenging. Being in new situations can be stressful and occasionally problematic, so supervisors must be prepared to respond appropriately. The student's feelings are dealt with in the practicum seminar, but must also be handled at the practicum site by the supervisor if needed.

These roles, of course, are conducted within an unequal power relationship with the student. This requires the supervisor to be aware of this differential and its potential positive or negative impact on the student. Different students come to the placements needing different levels of task assignments and monitoring. Accordingly, there is no "one size fits all" type of supervisory style.

Related Research

Ellison, M. L. 1994. Critical practicum instructor behaviors: Student and practicum instructor views. *Arete*. 18(2), 12-20.

In this study, MSW students and their supervisors reported on what behaviors contributed to and what behaviors distracted from quality practicum instruction. The most frequently selected behaviors follow (p. 16):

Effective Supervisor Behaviors

- Provides needed information
- Provides opportunities for student to express concerns
- Provides evaluative feedback
- Validates student's feelings as normal

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- Clarifies student's role with the student and others
- Encourages student to examine and solve problems

Ineffective Supervisor Behaviors

- Inadequate supervisory contacts
- Lack of needed information express concerns
- Poor role modeling
- Lack of monitoring of student's work/workload
- Limits student's learning opportunities

These studies clearly describe the tasks and the expressive (emotional) dimensions of supervision. Both must receive the supervisor's attention. Other studies have shown that students are concerned about the quality of their relationship with the supervisor. The positive relationship with the supervisor is considered to be a major facilitator of learning.

Ongoing Agency Responsibilities

The agency is an important teaching/learning component of the Practicum Program. The Practicum Supervisors are expected to function as "educational coordinators". It is expected that the Practicum Supervisors will be actively supportive of social work, as a profession, and model social work values and ethics. Agencies are expected to:

1. Complete the annual online survey regarding availability for practicum placements the next year.
2. Ensure that opportunities are provided as appropriate for the Foundation & Advanced Practicum Learning Contract requirements, including diversity exposure.
3. **Relate to the student as a student, not as a paid employee.** There are definite differences between the two sets of role expectations. For example, it would be inappropriate to assign students emergency coverage responsibilities during non-work times.
4. Assess the student's developmental (knowledge and skills) levels and provide appropriate learning activities in their Learning Contract assignments.
5. Responsibility for the student's personal safety while in the practicum placement rests with the agency and the supervisor(s). It is assumed that all human services agencies have policies and procedures to ensure the personal safety of the staff and clients. Risk assessment for working with particular clients is specifically the obligation of the Practicum Supervisor. It must be understood that many of the MSW students do not have sufficient experience or expertise to perform these risk assessments themselves. Moreover, it must be understood that students may be reluctant to admit such a problem directly because they are concerned it might affect their evaluations. If the student

disagrees with an assignment, they will discuss it with the Practicum Supervisor and the Faculty Liaison.

6. Time should be provided to the Practicum Supervisor to attend orientation and training meetings conducted by the Practicum Program staff.
7. It is expected that the agencies will maintain the optimal environment for student learning. Any form of harassment of the student, such as racial or sexual, will result in the Practicum Liaison requesting a meeting with the Practicum Supervisor and the student. If the victimization continues, the placement will be terminated. Students cannot learn nor perform their jobs well in an environment of discrimination.
8. Agencies will have appropriate MSW supervision for the students.
9. Agencies will provide appropriate opportunities for students to work with diverse client populations
10. It is the responsibility of the MSW and on-site supervisors to keep the UMD practicum liaison informed of any issues related to student performance in the practicum placement in a timely manner.

Agency Terminations

Each year, the practicum faculty will evaluate the appropriateness of agency participation (MSW, agency responsibilities, quality of supervision, hours, provision of teaching model, provision of organizational and community activities in Advanced Practicum, etc.). A critical item, which will be evaluated each year, will be whether or not any of the students experienced personal safety problems.

Agencies experiencing difficulties in meeting these requirements at any time during the year will be contacted and problematic areas will be discussed. The option will be provided to the agency staff for a meeting to discuss corrective actions, including termination of the agency in the program.

Student Responsibilities

The students are expected to take initiative in the assigned placement to actively seek the types of practice experiences which will enable them to develop and expand their professional skills. It is expected that students will meet the following requirements:

1. Adherence to the [NASW Code of Ethics](#). This is a critical area, which will be reviewed in the seminars.
2. Adherence to the [MSW Performance Standards](#).
3. Adherence to the [UMD Social Work Student Professional Comportment Matrix](#).
4. Adherence to the attendance policies for seminars and placements as established by the program.

5. Discussion of learning needs and career plans with the Practicum Director, who will suggest possible appropriate placement settings. The students implement the "Practicum Placement Procedures".
6. The development of a learning contract, in conjunction with the Practicum Supervisor, which is submitted to the Faculty Liaison six weeks after placement begins (concurrent) or no more than two weeks for block.
7. The initiation and follow-through of all practicum responsibilities, as designated by the Practicum Supervisor. This includes regular and prompt attendance at supervisory meetings with the Practicum Supervisor.
8. Adequate recording to document the quality and effectiveness of the student's work.
9. Demonstrate an understanding of the need for strict confidentiality of information gained during work hours.
10. Recording of practice hours in the agency.
11. The completion with the Practicum Supervisor of all written evaluations to be submitted to the Department of Social Work.
12. The notification of the Faculty Liaison of difficulties encountered which they are unable to resolve with the Practicum Supervisor.
13. Completion of the student evaluation of the agency.

Insurance

1. Professional Liability

The University of Minnesota Covers all students who are properly placed and supervised under its self-insurance program for purposes of professional liability (including "malpractice"). Students are not covered for tasks they agree to perform outside of or after they have received the grade for Advanced Practicum or Foundation Practicum. Professional liability insurance can be purchased through the National Association of Social Workers for student members and non-members.

2. Automobile Liability

Students are covered by the University's policies (if doing assigned practicum placement work) for a maximum of \$200,000 liability on top of their own auto insurance. However, agencies are expected to provide insurance coverage also for students conducting assigned work in placement. It is the student's responsibility to check this out before transporting any clients. All usual accident reporting procedures must be followed.

Hours

MSW Foundation Practicum students are required to complete 420 practicum hours in the academic year.

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MSW Advanced Practicum students are required to complete 480 practicum hours in the academic year or summer block. Students who do not pass practicum cannot transfer or keep hours for retaking the course.

The agency should keep records to enable it to certify a specific number of practice hours for students at the end of each semester or summer session. Students should keep records of their hours in practicum journals for seminar.

Internship Scheduling

Students are responsible for observing agency working hours. They and their practicum supervisor should work together at the beginning of the placement to create a schedule that works for agency needs and allows students to attend other class time as scheduled. Students should not be expected to work outside of the agreed upon schedule unless arranged with their supervisor.

Compensatory Time

Occasionally the student's practicum responsibilities may require work during non-regular hours. This may be treated as overtime, for which compensatory time promptly will be given. It may not be saved in order to shorten the semester/summer session or enable students to leave early for vacation. With that, the term may not end sooner than two weeks before the end of the term, even if hours exceed requirement.

Practicum Days

Practicum days are assigned by the Department in conjunction with class schedules. To allow for scheduling of classes, students must be free to attend classes on the days that are not assigned to the practicum. Practicum days may be arranged by mutual agreement of agency and school only if they cause no conflict with class schedules or other school requirements.

Holidays/Other Days Off

Students are allowed holidays observed by the agency and also those observed by the University. Students are not expected to work in their practicum placements during the final examination weeks nor during regularly scheduled academic breaks. Students and supervisors should discuss and plan for holiday breaks at the beginning of the placement.

Absences

Students are expected to inform the Practicum Supervisor at the beginning of the practicum day to report illness or any other emergency requiring absence during the student's practicum time.

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Absence, which exceeds two consecutive practicum days, should be reported by the Practicum Supervisor to the Practicum Liaison. It is the student's responsibility to make arrangements for the make-up of missed time by the end of the graded period (i.e., semester or summer session).

Transportation

Students are responsible for transportation to and from the agency. However, unless prevented by law or agency policy, it is expected that the agency assume the expenses for all agency-delegated activities that include travel. The Social Work Department does not reimburse students for practicum travel expenses.

Seminars

There are seven 90-minute face-to-face seminars per semester taught by faculty/instructors from the UMD Social Work Department. Additional content is delivered online. Summer session practicum seminars are arranged between the Instructor and seminar students. There are assignments, including practicum journals and case consultations assigned for seminar requirements.

Students will stay in the same seminar group for the duration of the placement. This is necessary for learning continuity purposes.

Periods in Practicum

The school year placement at the UMD Department of Social Work is concurrent, i.e., students are enrolled in class and practicum education simultaneously. Students requesting a block placement must complete the methods courses at the appropriate level prior to enrolling in practicum. Summer block placements are only available for Advanced Practicum placements.

Duration of Placement

Concurrent placements are for the academic year, i.e., two consecutive semesters in one agency placement. For concurrent practicum placements, students may complete their placement no sooner than two weeks before the end of Spring Semester. Student requests for change in placement once placement has begun will be considered only if there are irresolvable issues in the placement that inhibit the student's learning opportunities. [Please follow the process for request to change placements.](#) Block placements are for twelve consecutive weeks during summer terms only.

Credit for Hours Worked

If the student withdraws from enrollment in the practicum course, no credit for hours completed will be applied to the next enrollment in practicum. If the student receives an “N” grade for the course, no hours may be transferred or used if retaking the course.

Repeating Placements

Students are discouraged from completing their practicum placement in one agency setting/department for two year-long placements. A special request must be made to the Practicum Director outlining the rationale for completing practicum requirements in the same agency twice, specifically explaining how Advanced Practicum learning objectives will be achieved and **what new learning opportunities** will be available. Students are encouraged to use different MSW supervisors for their Foundation Practicum and Advanced Practicum practicum placements.

Employment-based Placements

A student's current job may not be used to meet the requirements of an MSW-level practicum placement unless they have been recently hired and have completed the probationary period. A student may, however, request to complete their practicum placement at their place of employment as long as the learning assignments for practicum are different from that of their *current* paid employment. Learning assignments for practicum are clearly *distinct* from the responsibilities of current paid employment. In making this request, the student must clearly articulate how they plan to meet all requirements for their practicum placement, including the specified hours in practicum. Proposals that suggest a student will continue their full-time employment with no modifications to their work schedule to accommodate the additional responsibilities of practicum work will not be approved. All regular Department requirements of agencies and supervisors must be met, as outlined in the practicum policy manual.

Also, the practicum placement is an educational experience, which requires controlled, limited, and closely monitored assignments. The employment situation creates different expectations and thus makes it difficult to safeguard the student's learning needs. The student is in an agency to learn; and an employee is in the agency to work. Not all employment situations will be approved for practicum placement and approval depends on how clearly the student and agency can describe the learning opportunity and how it is to be monitored and evaluated by the Department. A different supervisor is required.

Students who do an employment-based placement are making a commitment to remain in their employment position for the duration of their placement. If a student chooses to leave their

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employment and/or are terminated from their employment position during the term, the practicum program will not secure a new placement for the student. Additionally, the student may not get full credit or hours transferred for the practicum work completed to a new practicum. The student will need to arrange a new practicum with a new learning contract.

If a student is in an employer-based placement and their employment ends for reasons beyond their control, they must notify their faculty liaison promptly. The practicum director will assess the circumstances and work to find a resolution which may include continuing the placement while no longer an employee, changing placements, or a remediation plan, depending on circumstances leading to this change.

Students with Disabilities

Students with disabilities, which could adversely affect their performance in the placement, should inform the Practicum Director and Practicum Supervisor. Possible adaptations will be considered.

Child Welfare Scholar Placement Requirements

Child Welfare Scholars must complete at least one practicum placement* either, 1) at a Minnesota county department of social services in a unit with a focus on child welfare or else 2) at an American Indian human service agency with a focus on strengthening families and preventing out-of-home placements of at-risk children. For Non-Advanced Standing students, this placement is completed for the Advanced Practicum requirement. Since Advanced Standing students are involved only in Advanced Practicum, they must also meet these IV-E requirements through Advanced Practicum.

Examples of the above *primary IV-E placements* are: Itasca County Health and Human Services, Bois Forte Human Services, Cass County Human Services, Carlton County Human Services, St. Louis County Social Services, Mille Lacs Reservation Health and Human Services, White Earth Tribal Services, Beltrami County Human Services, Lake County Social Services, Fond du Lac Human Services, and Leech Lake Social Services.

Non-advanced standing students complete their Foundation Practicum placement in a *secondary child welfare agency*. This placement needs to involve working with children at risk for out-of-home placement. This could include preventative social work where the child clientele are not necessarily *currently* at risk for placement.

Possible examples of acceptable *secondary IV-E placements* include residential treatment facilities for children, elementary or secondary schools. Community mental health clinics and hospitals are also possible if the clear focus is on serving children either individually or through family or community work. First preference is given to placement settings under contract by county agencies to provide IV-E services.

As previously indicated, standard program students must use Advanced Practicum instead of Foundation Practicum to satisfy their primary IV-E placement requirement (i.e., they must arrange to have their Advanced Practicum placement at a county child welfare agency or American Indian child/family agency). Exceptions to this rule need to be approved by the Practicum Director in consultation with the Child Welfare Project Scholars Coordinator.

In order to ensure that their proposed placements qualify under IV-E, students must get this specifically approved by the Practicum Director.

Additionally, students should consult the “Practicum Information for Child Welfare Scholars” link on the Department website for specific activities which should be discussed with their Practicum Supervisor as they draft their learning contracts. This can be found at:

<http://www.d.umn.edu/sw/practicum/cwpracticuminfo.html>

* Those Child Welfare Scholars with 3 years of prior social work experience in a child welfare setting should consult the Child Welfare Scholars Student Support Coordinator and the Practicum Director for information regarding the waiving of this **requirement**.

HRSA Clinical Scholar Placement Requirements

HRSA Clinical Scholars are required to include additional content into their learning contracts for all practicum placements. This content may be embedded into the student’s Foundation Practicum or Advanced Practicum learning contract or submitted as an additional attachment to the contract.

1. Students need to have specific activities identified in their learning contracts related to interprofessional and interdisciplinary practice. Interprofessional and interdisciplinary practice is defined as practice with two or more disciplines such as psychiatry, nursing, substance abuse, pharmacy, psychology along with social work.

Policy for Clinical Content in Practicum Placements

Effective September 1, 2012, all MSW Students will be able to count some of the hours in their actual practicum placement towards the clinical content required for licensure. Students would

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need to specifically describe in their practicum learning contracts what activities they propose to meet the requirement for particular “Clinical Knowledge Areas”:

- Differential Diagnosis and biopsychosocial assessment
- Assessment-based clinical treatment planning
- Clinical intervention methods
- Evaluation methodologies
- Social Work Values and Ethics
- Culturally specific clinical assessment and intervention

Students will need to indicate in their learning contracts which clinical knowledge area will be covered by particular learning activities and demonstrated practice behaviors. They will also need to document how many clock hours they plan to do in each category. Students who want to try and have hours in practicum applied to the required 360 clock hours in Clinical Knowledge Areas (CKA) will need to do an addendum to their learning contract.

The MSW Practicum Supervisor will need to sign off on the completion of these hours at the mid-point and conclusion of the practicum placement. Additionally, supervisors will be asked to use the 4-point scale assessing the student’s competency in each of the CNA’s.

These clinical hours would be in addition to those already documented in the practicum seminar class and would be specific to each practicum placement, based on the plan developed by the student in consultation with their agency-based practicum supervisor and faculty practicum instructor.

The following breakdown in each category may be given for practicum hours. This includes ALL practicum hours (Foundation Practicum and Advanced Practicum combined).

1. Assessment: 36 hours total possible in practicum
2. Treatment Planning: 3.5 hours total possible in practicum
3. Intervention methods: 17 hours total possible in practicum
4. Evaluation: 2 hours total possible in practicum
5. Ethics and Values: 7 hours total possible in practicum
6. Culturally specific: 3 hours possible

Outline for Clinical Practicum Addendum

Students need to specifically describe activities under each Clinical Knowledge Area that will allow them to demonstrate competency in that area. Additionally, students must indicate how many clock hours they believe they will complete related to each CKA. The MSW supervisor

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must verify that the activity has been completed and also that the student has demonstrated competency. An “Evaluation of Clinical Practice Behaviors” form is available on the MSW Practicum Program Web Site.

1. Assessment (no more than 36 hours)
2. Treatment Planning (no more than 3.5 hours)
3. Intervention methods (no more than 17 hours)
4. Evaluation (no more than 2 hours)
5. Ethics and Values (no more than 7 hours)
6. Culturally specific (no more than 3 hours)

Activities indicated may overlap with the activities and practice behaviors outlined in the Student Learning Contract. This addendum will serve as documentation specifically related to the UMD MSW Program Certification of clinical hours for LICSW.

This addendum must be drafted at the BEGINNING of the practicum placement and attached to the student learning contract. Final determination regarding how many hours may qualify for Clinical Knowledge Area requirements will be made by the Faculty Practicum instructor in consultation with the MSW Practicum Supervisor at the completion of the practicum placement.

Note: The total number of possible hours is for all practicum placements combined, not each practicum placement.

No Practicum Credit for Previous Work Experience

Under no circumstances may credit be given for prior work or volunteer experience.

International Practicum Placements

Students may develop international placements, but all the policies, procedures and learning expectations listed in the Practicum Manual must be met, without exception.

Sexual Harassment Policy

University of Minnesota Duluth Social Work Department follows the Sexual Harassment Policy set by the University of Minnesota

The University of Minnesota (the “University”) is committed to taking prompt and effective steps intended to end sexual harassment, sexual assault, stalking, relationship violence, and related retaliation, prevent their recurrence and, as appropriate, remedy their effects. This policy

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outlines the University's definitions and procedures related to these types of misconduct. This policy applies to University members, who include:

- University students, whether enrolled full time or part time, for credit or non-credit courses;
- University employees as defined in this policy; and
- third parties who are engaged in any University activity or program, or who are otherwise interacting with the University, including, but not limited to, volunteers, contractors, vendors, visitors, and guests.

This policy applies to acts of sexual harassment, sexual assault, stalking, relationship violence, and related retaliation committed by or against students, employees, and third parties when:

- the conduct occurs on University property;
- the conduct occurs in the context of a University employment or education program or activity, including, but not limited to, University-sponsored academic, athletic, extracurricular, study abroad, research, on-line or internship programs or activities;
- the conduct occurs off University property and outside the context of a University employment or education program or activity, but has a continuing adverse effect on or creates a hostile environment for students, employees, or third parties while on University property or in any University employment or education program or activity; or
- the conduct indicates that the respondent may present a danger or threat to the health or safety of University members.

To the extent any provision of this policy conflicts with Board of Regents Policy: [Sexual Harassment, Sexual Assault, Stalking and Relationship Violence](#), the Board policy controls. To the extent any provision of this policy conflicts with any other University policy, this policy controls. Nothing in this policy should be interpreted to abridge academic freedom or principles of free speech.

[UMN Sexual Harassment, Sexual Assault, Stalking and Relationship Violence policy](#)

Social Media Policy

Given the scope of social media for various uses, the Department of Social Work developed this policy to guide Social Work students and faculty in the use of social media within a professional social work context.

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Academic education is within the realm of the professional context governed by the National Association of Social Work Code of Ethics. Social media is a tool which can be used ethically, but it also poses a danger in regards to confidentiality, privacy, and other standards within the NASW Code of Ethics (2008).

The purpose of this policy is to:

- Identify the requirements for use of social media within the academic setting;
- Provide faculty with guidelines to make decisions regarding the use of social media in coursework;
- Support students in professional development, including ethical behaviors.

The guidelines for the use of social media are:

1. Students can state on their personal social media site where their internship or service learning is located.
2. Students must follow the agency policy (if in an internship or service learning site), if a policy exists.
3. Students must get written permission from their agency-based supervisor before posting any information regarding their agency (e.g. fundraisers, community events) beyond that indicated in guideline #1. (Section 1.07: Privacy & Confidentiality in the NASW Code).
4. Students cannot add, accept, maintain or follow clients as friends on their private social media sites (Section 1.06c: Conflict of Interest). Likewise faculty and staff will not add, accept, maintain or follow current students on their private social media sites, with the exception of family members and established friendships to model professional boundaries.
5. Students will consult a supervisor in cases where clients are attempting to cross social media boundaries (Section 1.07: Privacy & Confidentiality and 3.01b: Supervision & Consultation). Faculty and staff are encouraged to discuss similar concerns with their direct supervisor and/or colleagues.
6. Students and faculty are to utilize the Code of Ethics if they encounter colleagues or other social work students who are engaging in unethical conduct or violating the social media policy. (First, attempt to resolve with the individual, follow up with the supervisor if unresolved) (Section 2.02: Respect and 2.11: Unethical Conduct).
7. Everyone is to be mindful of the information they post on the internet and social media sites, for their own safety and for upholding integrity of the social work profession.

We recommend that all students and faculty develop their own social media use policy to guide their professional practice.

*Our sincere thanks go to the University of Wisconsin Superior Social Work Student Advisory Committee and UWS Faculty for providing us with their media policy, which informed large portions of this document.

Passed by UMD Social Work Faculty, (April 22, 2015)

Reference:

NASW (2008). Code of Ethics of the National Association of Social Workers. Washington, DC: NASW.

UMD Title IX Statement

As required by Title IX, the University does not discriminate on the basis of sex in any of its education programs or activities, including in admissions and employment. Inquiries about the application of Title IX can be directed to the University's Title IX Coordinators or to the U.S. Department of Education, Office of Civil Rights. Please see the University of Minnesota's [Title IX Statement](#) and the [University's policy](#) for information about: (1) how to contact the Title IX Coordinators on the University's campuses; (2) how to report or file a formal complaint of sexual harassment, gender-based harassment, sexual assault, stalking or relationship violence; and (3) the University's procedures for responding to reports and formal complaints.

Practicum Director And Faculty Liaison Responsibilities

Practicum Director

The Practicum Director is the general facilitator of the Practicum Program in the Department's curriculum. This includes but is not limited to:

- Developing the framework in which the program takes place;
- Maintaining the currency of the Practicum Manual and the policies and procedures relating to the Program;
- Developing and evaluating the appropriateness of agency applications for Practicum participating in the UMD MSW Program;
- Maintaining information on Practicum Placement-approved agencies;
- Reviewing and approving written agreements with agencies/students;
- Orienting and relating to the Practicum Supervisors when they meet as a group;
- Maintaining the currency and appropriateness of the Foundation Practicum and Advanced Practicum syllabi;
- Monitoring the progress of the Practicum Seminars;
- Acquiring and disseminating information on the Program to pertinent constituencies;
- Ensuring compliance with CSWE standards pertaining to the Practicum Program;
- Monitoring problematic student placements in the Practicum when they occur;
- Participating in the Dept orientation session for new students;
- Providing initial assistance to students in securing placements.

Practicum Liaison

The Faculty Liaison is the practicum seminar instructor, teaching the concurrent course that practicum students take while in an agency placement. Their roles and functions are as follows:

- Advisor: Provides assistance to students in career planning, which includes identification of learning needs and educational experiences designed to meet those needs
- Monitor: Carries out on-going assessment of agency, Practicum Supervisor and student's learning experiences to ensure the student's learning objectives and school's expectations are met.
- Consultant: Assists Faculty agency Supervisor in developing supervisory skills, techniques, and identification of learning styles; provides course outlines, other materials.

- Teacher: Assists students with integration of coursework and practicum and serves as role model to the students. Provides the seminar.
- Mediator: Assists in resolving problems between student and Practicum Supervisor or other agency personnel.
- Advocate: Provides relevant information when necessary to evaluate the student's practicum and academic performance and to determine the student's future educational experiences.
- Linkage: Interprets school policies, procedures, and expectations to agencies; assesses the fit between school curriculum and educational experiences provided by the agency.
- Evaluation: Evaluates students, Practicum Supervisor and agency; recommends or assigns students' grades; makes recommendations for continued use of agency and Practicum Supervisor.
- Administration: Ensures completion of placement forms and students' evaluations.

Other responsibilities include:

- Facilitating practicum conferences
- Monitoring student hours, progress, and educational opportunities
- Leading practicum seminars
- Assisting students in integrating theory and practice
- Fostering dialog and building rapport between UMD and practicum agencies
- Evaluating students' performance and gatekeeping
- Evaluating the effectiveness of practicum supervisors and practice settings

Practicum Placement Procedures

Background Checks

Any student placed for academic credit in a UMD department in which there is direct contact with minors or other vulnerable populations must undergo a background check. This includes all BSW students. The UMD Department of Human Resources will facilitate these checks. In the event that the record indicates any areas of concern, this approval is made in consultation between the Practicum Director and BSW Program Director and/or Department Head.

For these placements, the most frequent restriction is the driving restriction of no driving on university-related business. The driving restriction is prompted by drug and/or alcohol and/or traffic violations (such as speeding, inattentive driving, etc.) and/or other events that are within 2 years of the date of the report. Some violations or pattern of violations may require a special arrangement between the student and the department. All students may drive to and from their internship site(s). However, if a student has a driving restriction, he/she may not drive (their own car, the university's car, or anyone else's car) as part of their duties for the internship.

Background checks for student practicum placements are valid for three (3) years.

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Additional information on background checks is available on the UMD Human Resources Website at: <https://hr.d.umn.edu/supervising-umd/background-checks>

First Year Placements

During the spring or summer prior to their enrollment in the Department of Social Work, the student meets with the Practicum Director to develop a placement plan based on the student's request, experience, interest, and faculty knowledge of placements. The plan includes a recommended list of placements for each student. Students are encouraged to select possible practicum sites that are different from their past work experiences.

After the student and Practicum Director have met and decided on a list of potential placement sites, the Director will connect the student with affiliated practicum supervisors for a referral via email. The student will be instructed to send the practicum supervisor a resume, cover letter, and complete any other application requirements the agency requires. The student and supervisor will coordinate to set up an interview.

If the student and Practicum Supervisor mutually decide that the placement would be a good match, the student gives the Supervisor the [Agreement to Placement Form](#) (Agency Contract - Appendix B) to sign. The student is responsible for seeing that this form is expeditiously returned to the Practicum Director. After this form is received, the student is issued permission to register for practicum seminar.

If the placement is not acceptable to either the Practicum Supervisor or the student, an alternative placement will be worked out following the above procedures.

Second Year Placements

In February each first year student reviews the available information on agency placements supplied by the Practicum Director. Possible practicum placement site information can also be found on the [IPT site](#).

Based on student requests and faculty knowledge of placements, a second year placement plan is developed with the Practicum Director.

Students schedule and complete a personal interview with their proposed second year Practicum Supervisor, who will confirm whether this placement is mutually acceptable through completing an Agency [Agreement to Placement Form](#) (Agency Contract - Appendix B).

This process should be completed by the end of the spring semester.

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Requests for Approval for Using Employment as Practicum

The student must submit in writing the rationale for approval at least four weeks prior to the beginning of the practicum instruction period for which the request is being made. This request will be submitted to the Practicum Director, using the following format:

1. Reason for request, delineating the specifics of the student's situation
2. Education Plan:
 - a. Supervision: Clear description regarding work supervision and practicum supervision. The same person cannot provide supervision for employment and MSW practicum supervision. List name and position of employment supervisor and proposed MSW practicum supervisor as well as qualifications.
 - b. Agency's willingness to support, plan and sign a formal learning contract/plan with the student and the Practicum Program.
 - c. Relationship between employment and education: description and relationship between planned learning experiences and student's regular work assignments. Learning assignments for practicum are clearly *distinct* from the responsibilities of current paid employment. A student's current job may not be used to meet the requirements of an MSW-level practicum placement. A student may, however, request to complete their practicum placement at their place of employment as long as the learning assignments for practicum are different from that of their current paid employment. Students may also request to complete practicum requirements by using a new position in their agency, clearly documenting that the activities will be different from prior employment responsibilities. Provide a clear description of the logistics of completing the required practicum hours, whether this be *in addition to or as a replacement to present job responsibilities*.
 - d. Descriptions of specific learning tasks to fulfill the Foundation Practicum and Advanced Practicum placement requirements (i.e., beginning direct service, organizational and community level tasks for Foundation Practicum and more advanced direct service, organizational and community level tasks for Advanced Practicum). Advanced Practicum placements need to clearly define the organizational and community practice activities in addition to "micro" activities.

Early Termination of Placement

Prior to terminating a practicum placement, all attempts will be made to resolve the problem and provide the student with the necessary support to continue their

placement. If these attempts fail, it may be necessary for a practicum placement to be terminated early.

Early Termination of Placement Process

1. Request by student:

- a. The Faculty Liaison must be informed immediately if an issue develops that potentially affects a student's continued placement.
- b. Faculty Liaison may discuss the situation with the Practicum Director
- c. Student, Agency Practicum Supervisor, and Faculty Liaison discuss the problem/issue and come up with solutions and an improvement plan as appropriate. The plan should have measurable outcomes in order to track progress toward improving placement. Improvement plan will be reviewed no later than one month after creation.
- d. If the issue is not resolved, students must submit a written request to terminate the placement to the Faculty Liaison describing the reason for the request and the steps taken to resolve the issue. If approved by Practicum Liaison, the request will be submitted to the Practicum Director for consideration. **Students must submit a [Request for Placement Change form](#) to have their request considered.**
- e. After review by the Practicum Director, the decision will be communicated to the agency and the student and: (a) a new placement is developed for the student if the request is approved; or (b) efforts to resolve the problem will be continued with the Faculty Liaison, student and Practicum Supervisor if the request is denied.
- f. It is recommended that students give a two week notice to their current practicum site and work with their Faculty Liaison and Practicum Supervisor to schedule an exit meeting and transition plan. If safety concerns are presented by the student, the practicum placement may be terminated immediately by the Practicum Director.
- g. If students leave their current practicum placement without following the required process, they may not be allowed to finish practicum that academic year. Exceptions may be made to this in cases of students facing safety concerns in their practicum placements.

2. Request by Agency:

- a. The Faculty Liaison is notified by the agency if an issue develops that jeopardizes the student's continued placement.
- b. Student, Agency Practicum Supervisor, and Faculty Liaison discuss the problem/issue and come up with solutions and an improvement plan. Agency Practicum Supervisor or Faculty Liaison should use the [Practicum Program Concern Report & Performance Improvement Plan](#). The plan should have measurable outcomes in order to track progress toward improving placement. Improvement plan will be reviewed no later than one month after creation.
- c. Student, Practicum Supervisor, and Faculty Liaison meet and review the improvement plan. If the student has met expectations, the placement will continue. If not, alternative plans/expectations may be formulated or the placement may be terminated.

3. Termination by Practicum Program

- a. The Practicum Program may terminate a placement for a student if the student displays behaviors or lack of adherence to [MSW Performance Standards](#) that are serious enough to cause potential harm to clients or agencies. This will be done in conversation with the MSW Director and/or Department Head.

Grades Resulting From Early Termination

The Faculty Liaison may issue a grade of "X", "I", "N", "S", or "W", depending on the circumstances and timing of termination. Grading decisions should be made in consultation with the Practicum Director and MSW Program Director. If a student receives an "N" grade, they cannot keep or transfer hours when retaking 8801 or 8802.

Hours transferring

Students that change placements during the year may be asked to complete more than the minimum required hours in order to complete all of their learning activities in their new practicum placement setting. The hours transferred will be negotiated and agreed upon with the Practicum Director and the new practicum placement.

Request for Placement Change Form
University of Minnesota Duluth
Department of Social Work

This form must be completed in full by student then signed by Practicum Liaison. Student or Practicum Liaison will Submit this form to the Practicum Director for consideration.

Name of Student:

Phone:

Student Address:

UMD Email:

Name of Agency:

Agency Address:

BSW/MSW Practicum Instructor:

Phone:

Email:

Site Supervisor (if applicable):

Phone:

Email:

Reasons for requesting a change in practicum placement:

Steps taken before this request:

Comments from Practicum Liaison:

Decision by Practicum Director:

**Student (Signature &
Date):**_____

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MSW Practicum Liaison (Signature &

Date): _____

The Learning Contract

Purpose

The major purpose of developing the Learning Contract is for guidance and accountability. The development and completion of the contract provides a mechanism for planning, monitoring, and evaluating a student's practicum experience.

The contract should represent the end product of a process - a process that integrates the requirements of the Department of Social Work for certain learning goals to be accomplished in placement. The contract is the formal agreement between the Department (represented by the Faculty Liaison), student and practicum agency that the student will fulfill the requirements of placement.

Practicum Guidelines Explained

The practicum guidelines are derived from content in the practice courses. They illustrate basic professional expectations the student must meet in the practicum and ways in which the Agency Practicum Supervisor can plan learning experiences so that the student can meet the expectations. Each set of practicum guidelines has three parts.

Learning Areas: Content topics are major units of study included in the methods courses.

Practice Behaviors: CSWE has mandated "*practice behaviors*" that each MSW student needs to demonstrate competence in before they successfully complete their MSW program. All of these are assessed in the practicum component of the MSW program.

Possible Learning Activities: These are suggestions for developing learning activities for the student to demonstrate competence of the required *practice behaviors*. The Agency Practicum Supervisor and student should develop learning activities which are reasonable to achieve in the practicum setting. Learning activities should include specific learning/teaching strategies, i.e., teaching interviewing by the supervisor modeling and then the student demonstrating the skill and the supervisor providing feedback.

The activities must be specific, measurable and tailored to the learning opportunities in the agency, possible to achieve in the specific time frame.

All of the possible practicum activities listed under each practice behavior are considered to be reasonable and fair activities to give to students at that level, although timing of the activities is an important consideration.

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How to Develop a Learning Contract

By following these steps, the student and Agency MSW Practicum Supervisor should be able to construct a Practicum Contract. Review and input from the Faculty Liaison is required and will occur at various times depending on the placement.

1. Orientation and Assessment: The Agency Practicum Supervisor should provide a complete orientation to the agency and discuss learning opportunities.
2. Student Learning Practice Behaviors: Careful exploration of the student's interests and abilities, in conjunction with the MSW Program's learning objectives, is completed by the MSW Practicum Supervisor.
3. Time Allocation: The Agency MSW Practicum Supervisor estimates the allocation of the student's practicum time, appropriate to complete the objectives identified by the MSW program and the practicum agency. Mutual agreement is reached pertaining to actual scheduled practicum hours and appropriate blocks of time that the student needs to spend in their practicum placement for each semester. Summer practicum is done as a "block placement" and in this case special attention should be given to project/cases appropriate for a 12-week block practicum placement.
4. Development of Learning Activities: Foundation Practicum and Advanced Practicum contracts each have prescribed learning objectives (see below). Specific practicum activities that will facilitate the demonstration of competence of each practice behavior will be identified. When appropriate, specific completion dates should be designated. [Upon request, Liaisons will provide learning contracts of previous practicum students to serve as models.]
5. Planning of Evaluation: Following each practice behavior and learning activity, specific evaluation procedures should be identified. Such procedures might include review and evaluation by the Agency MSW Practicum Supervisor and other staff members based on observation of the student in the practice setting.
6. Learning Contract Review: The student, Agency Practicum Supervisor, and Faculty Liaison should review the entire learning contract to be sure that it accurately reflects the requirements of the UMD MSW Practicum Program, as well as the placement agency.
7. Completion of Contract: A final draft of the Learning Contract should be reviewed and signed off by the student, Agency MSW Practicum Supervisor and Faculty Liaison. Each should retain a copy.

First Year Learning Contract Guidelines

Brief Program Description: The 1st year of the MSW program is designed to prepare students to become generalist social work practitioners. The focus of the first year practicum placement is on professional values and relationships, basic communication and interviewing theory and skills, the problem-solving process, social systems, planned interventions, evaluation and termination and the systematic use of community resources.

Child Welfare Scholars are required to also include additional content in their learning contracts for PRIMARY (county or tribal) practicum placements.

1. The practicum agency description should describe clearly the child welfare services provided by the unit and the agency
2. Identification and assessment of child abuse and neglect:
 - a. Discuss the risk assessment instruments (if any) used in the agency
 - b. Discuss the process of risk assessment with appropriate workers, including discussion of risk factors, behavioral and emotional indicators of neglect, and cultural/racial issues considered in assessment.
3. Knowledge of community: Describe and discuss the roles and responsibilities of the following in relation to child welfare/child protection in the community.
 - a. Practicum agency
 - b. Schools
 - c. Law Enforcement
 - d. Courts, prosecutors, agency attorneys
 - e. Health Care System
 - f. Specialized agencies, e.g. for sexual abuse, crisis nurseries, foster care, etc.
4. Understand the impact of domestic violence on child welfare cases and strategies for responding effectively. Complete at least 5 hours of domestic violence related activities to enhance this understanding from a list of opportunities provided to child welfare scholars (e.g., training, observation of court hearings, observing groups, touring community agencies).

In developing their learning contracts, students must develop learning activities to address each major learning area and the practice behaviors that accompany them. The learning activities should be designed to allow the students opportunities to achieve and master the practice behaviors. A sample learning contract for Child Welfare Scholars is provided [at this link](#).

Clinical Scholars Requirement

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Clinical Scholars are required to include additional content into their learning contracts for all practicum placements. This content may be embedded into the student's Foundation Practicum or Advanced Practicum learning contract or submitted as an additional attachment to the contract.

1. Students need to have specific activities identified in their learning contracts related to interprofessional and interdisciplinary practice. Interprofessional and interdisciplinary practice is defined as practice with two or more disciplines such as psychiatry, nursing, substance abuse, pharmacy, psychology along with social work.
2. Documentation of specific learning activities that allow the student to demonstrate their skills in the six Clinical Knowledge Areas identified by the Minnesota Board of Social Work related to clinical social work practice: Differential diagnosis and biopsychosocial assessment, Assessment-based clinical treatment planning, Clinical intervention methods, Evaluation methodologies, Social work ethics and values, Culturally specific assessment and intervention.

Foundation Practicum Competencies

Demonstrate Ethical and Professional Behavior

Practice Behaviors:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- demonstrate professional 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.

Sample Learning Activities

1. The student will discuss professional communication, expectations, and dress with supervisor as well as observe organizational norms and standards. The student will dress and communicate in accordance with agency cultural norms and expectations.
2. The student will discuss the Social Work Code of Ethics regularly in supervision and apply values and standards to work of agency. The student will specifically ask about attend to protocol for ethical dilemmas.
3. The student will discuss professional boundaries and self disclosure with internship supervisor and practice skills for implementing this with co-workers and clients.
4. The student will complete the duty to warn and mandated reporter expectations and then discuss their supervisor expectations for reporting protocol.
5. The student will complete HIPPA training and learn organizational standards around confidentiality.
6. The student will review all social media, AI, and technology policies of agency.

ADVANCE HUMAN RIGHTS AND SOCIAL, RACIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Practice Behaviors

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Sample Learning Activities

1. The student will create a resource guide of local mental health and basic needs services that can help clients navigate systems.
2. The student will work alongside clients to help navigate applications for housing, county benefits, and any needed healthcare. The student will serve as a systems advocate for clients and help teach them skills for self advocacy.
3. The students will support high school and middle school youth in developing LGBTQIA clubs at their schools and giving them tools to advocate for changes to school systems and policies that will benefit transgender and gender nonconforming youth.
4. The student will participate in housing advocacy with landlords in the area on individual and group levels to minimize barriers to those with criminal records finding housing.
5. The student will attend a local educational forum hosted by ACLU of Minnesota on immigration rights and the process of asylum seeking.
6. Student will attend activities and actions related to Missing and Murdered Indigenous Women in region and research history of violence toward indigenous women.
7. Student will prepare talking points and call representative to advocate for Housing First policies for clients at agency who are experiencing homelessness and co-occurring disorders.
8. Student will research particular environmental issues that impact the health of the community in the area served, and create lists to bring to community organizing meeting

9. Student will ask agency supervisor about how rates of removal of African American children compared to white children by CPS employees. Will work with other interns on training for staff on implicit bias.
10. The student will learn specific requirements of ICWA, MIFPA, and the Minnesota African American Family Preservation and Child Welfare Disproportionality Act.

Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Practice Behaviors

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Sample Learning Activities

1. The student will complete the IDI (Intercultural Development Inventory) and integrate steps towards learning and improving cultural awareness.
2. The student will attend the Fond Du Lac Sobriety Feast with supervisor and clients from the outpatient chemical dependency treatment programs.
3. The student will complete a cultural diversity training as a part of their training process, which will be planned and led by staff at The Hills.
4. The student will assess and discuss with supervisor personal biases that surface throughout the practicum placement and work on self education to ensure that biases do not show up in practice.
5. The student will attend a self-led client speaker's bureau and learn from the perspectives of people with developmental disabilities.
6. The student will attend the Duluth NAACP's annual Martin Luther King, Jr. Celebration march and rally.
7. The student will learn about and apply the agency culturally responsive practices.
8. In supervision, the student will discuss their identities and how they may impact engagement with clients and communities

Engage in Practice-Informed Research and Research-Informed Practice

Practice Behaviors

- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Sample Learning Activities

1. The student will help collect and interpret survey data on child care access and affordability from parents whose children access after school programs at local elementary schools.
2. The student will learn about organizational best practices and how they implemented into programming throughout the organization.
3. The student will attend a two day ACES training designed for county and tribal social workers. The student will review ways to implement learning from the training into their practice with their internship supervisors.
4. The Student will shadow case managers and therapists to learn about how trauma informed care and motivational interviewing techniques are used with clients in the agency. The student will discuss this with their supervisor and read articles and complete training on clinical approaches of the agency as needed.
5. The student will learn about and practice three (named here) evidence-based practices used by the agency.
6. The student and supervisor will discuss how agency work may inform research or data collection done to inform interventions.

Engage in Policy Practice

Practice Behaviors

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Sample Learning Activities:

1. The student will familiarize themselves with organizational policies and discuss these with supervisors, including any ethical concerns they have about competing values.
2. The student will attend Social Work Day at the Capitol and actively engage in policy advocacy in large group settings and individual meetings with elected officials. Students will develop legislative testimony and share it in a visit with an elected official.
3. The student will research primary funding sources of the organization and research how statewide and national legislation could impact funding and client services/programs.
4. The student will read through ICWA and discuss it with supervisor and ICWA social worker to learn about on the ground implementation of ICWA and St. Louis County relationship with different Tribal Nations.
5. The student will attend a local city council meeting and learn about local advocacy efforts to ban single use plastic such as straws and plastic bag use. The student will connect with advocacy groups beforehand and attend a city council session where they are discussing and debating the issue.
6. The student will identify one local (city, county), one state, and one federal policy that directly impacts agency work and/or client needs and spend one supervision session discussing policy implications on work and clients.

Engage with Individuals, Families, Groups, Organizations, and Communities

PRIMARY Child Welfare practicum placements need to also include the following:

Developing specific learning contract activities that demonstrate your knowledge of the community by describing and discussing with your Practicum supervisor the roles and responsibilities of the following in relation to child welfare/child protection in the community.

- A. Your practicum agency
- B. Schools
- C. Law Enforcement
- D. Courts, Prosecutors, Agency Attorney
- E. Health Care System
- F. Specialized agencies, e.g. for sexual abuse, crisis nurseries, foster care, etc.

Practice Behaviors

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Sample Learning Activities

1. The Student will observe parent and child play therapy groups and assist lead therapists in running the group.
2. The student will host an outreach table about organizational services at the annual Veteran's Stand Down event.
3. The student will eat lunch in the Damiano kitchen and sit and talk with clients at least once a week.
4. The student will be trained on how to conduct initial intakes with new clients and serve as one of the primary intake people throughout their internship.
5. The student will staff the front desk at Safe Haven's Resource Center at least once a week and help refer drop-in clients to appropriate resources in the community.
6. The student will facilitate ice breaker for youth group once a week.

Assess Individuals, Families, Organizations, and Communities

Practice Behaviors

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Sample Learning Activities

1. The student will participate in conducting community input sessions and collect surveys through door knocking for a community assessment of the Lincoln Park Neighborhood focused on food insecurity.
2. The student will draft service needs assessment through inter-agency collaboration efforts to merge services.
3. The student will review client case files and read through diagnostic assessments, treatment plans, and case notes. The student will practice case notes and receive supervisor feedback and guidance.
4. The student will independently conduct a functional assessment and develop a treatment plan with at least 3 clients.
5. The student will observe and co-facilitate diagnostic assessments. They will then independently draft Diagnostic Assessments assigned to them and review with the MSW supervisor.
6. The student will attend clinical case consult meetings weekly and hear cross departmental feedback on challenging client cases.
7. The student will be trained on and conduct suicide risk assessment with clients.

Intervene with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Sample Learning Activities

1. The student will attend and participate in one or more First Witness Child Abuse Resource Center and St. Louis County Children and Family Services multi-disciplinary team meetings. They will discuss with their supervisor how they applied theoretical frameworks, analysis, and assessment of the information from the case to help make practice decisions.
2. The student will present results of community needs assessment with next steps in implementation to the neighborhood council.
3. The Student will shadow therapy appointments and case management appointment with members of the adult mental health team. The student will eventually have 1-4 clients of their own for DBT focused therapy sessions.
4. The student will write 1-4 policy agenda statements for MSSA to distribute to members.
5. The student will partner with street outreach workers and participate in street-based and mobile mental health interventions.
6. The student will participate in crisis intervention and de-escalation tactics throughout their practicum placement with guidance from their supervisor

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Sample Learning Activities

1. The student will analyze program data and client satisfaction surveys to determine program effectiveness. Alongside supervisor, the student will form recommendations for program improvements.
2. The student will assist with client discharge planning from incarceration facilities and conduct one month follow-up calls to assess the effectiveness of discharge planning and determine how many clients leaving incarceration are experiencing homelessness or recidivism after discharge.
3. The student will review treatment plan goals and use evaluation tools provided by supervisor to determine overall success in social workers and ARMHS workers helping clients meet their goals.
4. The student will evaluate number of calls and follow-up responses for a new crisis line implemented by the agency. The student will also follow-up with partner organizations to ask if they are aware of the new crisis line. The student will use this information to determine success of program marketing and need for the program in the community.
5. The student will help complete grant evaluations alongside their supervisor for projects and campaigns that they have been engaged in throughout their field placement.

Understand the impact of domestic violence on child welfare cases and strategies for responding effectively. Complete at least 5 hours of domestic violence related activities to enhance this understanding from a list of opportunities provided to child welfare scholars (e.g., training, observation of court hearings, observing groups, touring community agencies). ***(for PRIMARY child welfare placements only)***

All Learning Contracts must include cover page and signature page. Additionally, PRIMARY child welfare practicum placements *need to clearly describe the child welfare services provided by your unit and the agency.*

Learning Contract Foundation Practicum or Advanced Practicum

Date (from - to)

Placement: Name of Agency

Description of child welfare services (for PRIMARY child welfare practicum placements):

Address: Agency address
Agency phone

Student:	Name
	Address
	Phone
	Email

MSW Supervisor: Name _____
Phone _____
Email _____

Faculty Liaison: Name _____
 Phone _____
 Email _____

Example of Signature Page (Last page of contract)

MSW Student Intern Date:

MSW Supervisor Date:

UMD Faculty Liaison _____ Date: _____

On-site Practicum Supervisor (non-MSW) Date:

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Advanced Practicum Learning Contract Guidelines

In the advanced practicum, the placement focus is on the application of major practice theories related to interventions with individuals, families, organizations, and communities within the advanced generalist model, as well as on professional and personal growth. Skill application, increased self-awareness, and growth toward autonomous practice will be expected.

As previously noted, the possible learning assignments are merely general guidelines. Tasks for a particular student must be specifically tailored to the learning opportunities of the placement agency and the student's unique learning style.

Child Welfare Scholars are required to also include additional content into their learning contracts for PRIMARY (county or tribal) practicum placements.

1. The practicum agency description should describe clearly the child welfare services provided by your unit and the agency.
2. Identification and assessment of child abuse and neglect.
 - a. Discuss the risk assessment instruments (if any) used in your agency
 - b. Discuss the process of risk assessment with appropriate workers, including discussion of risk factors, behavioral and emotional indicators of neglect, and cultural/racial issues considered in assessment
3. Knowledge of community: Describe, and discuss with your Practicum Supervisor, the roles and responsibilities of the following in relation to child welfare/child protection in the community.
 - a. Your practicum agency
 - b. Schools
 - c. Law enforcement
 - d. Courts, prosecutors, agency attorneys
 - e. Health care system
 - f. Specialized agencies, e.g. for sexual abuse, crisis nurseries, foster care, etc.
4. Understand the impact of domestic violence on child welfare cases and strategies for responding effectively. Complete at least 5 hours of domestic violence related activities to enhance this understanding from a list of opportunities provided to child welfare scholars (e.g., training, observation of court hearings, observing groups, touring community agencies).

Additionally, students should consult the "Practicum Information for Child Welfare Scholars" link on the Department web site for specific activities which should be discussed with their Practicum Supervisor as they draft their learning contracts.

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Clinical scholars are required to include additional content into their learning contracts for all practicum placements. This content may be embedded into the student's Foundation Practicum or Advanced Practicum learning contract or submitted as an additional attachment to the contract.

1. Students need to have specific activities identified in their learning contracts related to interprofessional and interdisciplinary practice. Interprofessional and interdisciplinary practice is defined as practice with two or more disciplines such as psychiatry, nursing, substance abuse, pharmacy, psychology along with social work.
2. Documentation of specific learning activities that allow the student to demonstrate their skills in the six Clinical Knowledge Areas identified by the Minnesota Board of Social Work related to clinical social work practice: Differential diagnosis and biopsychosocial assessment, Assessment-based clinical treatment planning, Clinical intervention methods, Evaluation methodologies, Social work ethics and values, Culturally specific assessment and intervention.

In developing their learning contracts, students must develop learning activities to address each major learning area and the practice behaviors that accompany them. The learning activities should be designed to allow the students opportunities to achieve and master the practice behaviors. Sample learning activities are provided below.

Advanced Practicum: Learning Contract Guidelines

1. Demonstrate Ethical and Professional Behavior

Practice Behaviors

- apply social work ethics to organizational considerations such as facilitating confidentiality policies and/or demonstrating awareness of how to proceed during points of dilemma or conflict;
- apply the NASW Code of Ethics and an ethical reasoning framework in promoting human rights and social justice in assessment, intervention, and evaluation of community practice; and
- tolerate ambiguity and manage personal values while ensuring that all work with individuals, families, groups, and organizations is done in accordance with social work professional ethics.

Sample Learning Activities

- Obtain and review the agency's confidentiality and ethics policies. Compare them to the NASW Code of Ethics.
- Shadow a supervisor or experienced staff member during case reviews or team meetings where ethical dilemmas may arise (e.g., mandatory reporting, client privacy).
- Conduct a mini-audit (under supervision) of confidentiality practices in the office (e.g., where charts are stored, how calls are taken, how records are shared).
- Write or discuss two case studies involving ethical dilemmas (e.g., dual relationships, informed consent, safety vs. confidentiality).
- Identify an area where the agency might enhance or clarify an ethical policy (e.g., clearer client consent forms, confidentiality in group settings).
- Select a current issue the agency is addressing (e.g., housing instability, access to mental health services, food insecurity).
Analyze the issue using the NASW Code of Ethics and an ethical reasoning model (e.g., Reamer's or Loewenberg & Dolgoff's framework). Submit a written analysis or present it in supervision, highlighting how ethical principles and human rights intersect with the issue.
- Assist with or observe a community needs assessment or stakeholder interview process. Identify how social justice and ethical concerns are (or are not) integrated into the assessment. Reflect in supervision on how marginalized voices are represented and how you would ethically improve the process.
- Join an advocacy or awareness campaign the agency is involved in (e.g., voter registration, tenant rights, mental health access).
- Select a current program or intervention used by the agency.
- Evaluate the program's approach to case management using the NASW Code of Ethics (especially social justice and dignity of the person) and an ethical decision-making

model. Share findings during supervision and suggest ways to better promote equity and justice

- Interview a community member, advocate, or organizational partner about barriers to services or rights-based issues. Prepare questions based on ethical and human rights concerns (e.g., inclusion, accessibility, equity). Write a summary analyzing the insights through an ethical/social justice lens. Share in supervision
- Identify a case (real or hypothetical) that involves ethical gray areas (e.g., clients making decisions that conflict with your values or involve risk). Write or present a reflection that identifies the ambiguity
- Observe how agency staff handle ethical dilemmas, conflicting values, or unclear client decisions (e.g., clients refusing help, disclosing harmful behaviors). Document one example and analyze how ambiguity was tolerated and ethics maintained. Discuss in supervision.
- Bring one ethically ambiguous situation to supervision each month to discuss what made the situation unclear and how personal values may have been involved.
- Create a short plan outlining how you will manage emotional or moral discomfort when facing ethically challenging or ambiguous situations

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

Practice Behaviors

- actively engage in advocacy efforts for human and civil rights for underserved and traditionally marginalized communities; and
- utilize evidence-based practice strategies or interventions that have been proven to show improved wellbeing for communities and organization, and where possible, incorporate evaluative measures of wellbeing that integrate improvements in social, economic, political, and environmental realms.

Sample Learning Activities

- Join an existing advocacy effort that your agency or a community partner is involved in (e.g., housing justice march, disability rights awareness, immigration reform) to better understand how social workers engage in systemic advocacy alongside direct practice.
- Observe patterns or barriers affecting clients (e.g., language access, discrimination, lack of affordable services). Identify a policy or systemic issue contributing to inequality. Develop a short memo or proposal with advocacy recommendations, supported by research and ethical principles.
- With supervision, assist a client or group of clients in advocating for their own needs (e.g., appealing a denial of services, navigating housing rights). Reflect in supervision on how your role supported client voice and rights.

- Attend a town hall, school board meeting, coalition meeting, or public forum related to civil rights concerns. Observe how decisions are made, who has power, and whose voices are heard.
- Research at least one evidence-based intervention relevant to your placement's population or focus area (e.g., trauma-informed community care, Housing First, restorative justice programs, ICWA,). Present findings in a team meeting.
- Assist with planning, implementing, or evaluating an existing evidence-based program or practice within the organization.
- Participate in an agency- or school-sponsored workshop on EBP (e.g., Motivational Interviewing, Trauma-Informed Care, Community-Based Participatory Research).

3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Practice Behaviors:

- Engage in self-reflexive practices to identify and address one's own implicit biases and other internalized forms of oppression
- Identify, dialogue, and reflect on internal and external strategies of resisting systems rooted in racism and oppression;
- Demonstrate anti-racist and anti-oppressive macro practice by recognizing clients and constituencies as experts and centering their lived experiences and desires; and
- Recognize systemic factors internal and external to the agency context and assess the nature and impact of institutional, political, and economic (dis)empowerment.

Sample Learning Activities:

- Select a client or community case you've worked on and analyze it using an anti-oppressive practice framework including analysis of power and how your own position and identity may have impacted your decisions. Discuss in journal culturally responsive practice prompt or supervision.
- Take one or more Implicit Association Tests (via Project Implicit , Harvard Implicit Bias test, or similar platform) focused on race, gender, age, or another identity group. Reflect in writing on your results, initial reactions, and potential implications for your social work practice. Discuss insights and discomforts in supervision.
- Observe how the organization addresses (or avoids) topics like bias, racism, privilege, or systemic oppression. Note examples of inclusivity or microaggressions, and reflect on your internal reactions. Bring observations to supervision and discuss how they affect your role and learning.

- Participate in a facilitated dialogue or peer discussion group at agency or with community groups on topics such as anti-racism, privilege, or identity.
- Conduct an informational interview with a social worker, activist, or leader involved in anti-oppressive practice. Ask about external strategies of resistance they use, such as advocacy, community organizing, or disrupting unjust policies.
- Select a client case, community issue, or organizational policy and analyze how it either perpetuates or resists racism and oppression. Identify strategies used (or that could be used) to resist these systems. Discuss in supervision.
- Support or lead a small-scale advocacy effort within the organization (e.g., inclusive language guidelines, anti-racist resource guide, community education event).
- Explore how storytelling is used in anti-oppressive therapy work to honor lived experience - intentionally learn how to center client story in therapy work.
- Review how clients or community members are described in agency team meetings, materials, reports, and conversations. Suggest language and narrative changes.
- Work with clients or community members to co-create a flyer, guide, or program improvement tool based on what *they* say they need—not what staff or interns assume.
- Participate in or support an advocacy effort (e.g., letter-writing, public testimony) that centers stories and perspectives of those impacted by policies.
- Observe or co-facilitate a group or initiative that is led or co-led by clients or community members (e.g., peer support groups, advisory boards).
- In supervision, reflect on one interaction per week where you noticed a tension between professional authority and client expertise.
- Create a map of internal and external systems that influence your agency (e.g., funding streams, political relationships, governing bodies, policies).
- Attend a public meeting (e.g., city council, school board, zoning commission) that influences services or funding for the agency's client population.
- With appropriate permission, analyze a de-identified client or community member story, identifying institutional and systemic factors contributing to disempowerment (e.g., criminal legal system, public benefits, employment discrimination).

4. Engage in Practice-Informed Research and Research-Informed Practice

Practice Behaviors:

- construct and/or utilize best practice, evidence-based research to develop and implement community and organizational interventions; and

- advance social justice-oriented research that is participatory and inclusive of the community and organizational constituencies.

Sample Learning Activities:

- Participate in planning or implementing an existing program that is grounded in evidence-based research (e.g., Trauma-Informed Care, Motivational Interviewing, Harm Reduction).
- Interview a community partner, staff member, or program manager about an intervention they use that is informed by research or long-standing community success. Explore how formal evidence and local expertise shape the intervention. Reflect on how community-driven practices can align with research-based strategies
- Select a research article or evidence summary related to your agency's work. Break it down into key takeaways that can be applied by staff or used to inform programming. Create a one-pager or presentation for your team that connects research to practical next steps.
- In supervision, reflect on moments where what you've learned from evidence-based literature conflicted with what you observed in real-world practice. Discuss how to navigate those gaps with cultural humility and a critical lens.
- Develop dissemination materials (e.g., community forums, visual presentations, bilingual reports) that are accessible and relevant.
Involve community representatives in planning and presentation.
- Conduct a literature review on social justice-oriented research methodologies and case studies. Summarize key principles and practical examples that relate to your agency. Discuss in supervision.
- Use supervision sessions to discuss challenges and successes in implementing participatory, inclusive research. Explore how research can be an intervention and tool for empowerment.

5. Engage in Policy Practice

Practice Behaviors:

- identify how local, state, and federal laws and regulations impact social services and the lives of individuals, families, groups, and communities using professional social work analysis; and
- identify agency policies and procedures, as well as laws, that can have a differential impact on individuals, families, groups, and communities—especially those from historically oppressed and/or vulnerable communities.

Sample Learning Activities:

- Research and create a visual map outlining key local, state, and federal laws that govern social services relevant to your internship setting (e.g., child welfare laws, housing regulations, disability rights).
- Select a client case or community scenario. Analyze how specific laws or regulations impact the client's options, barriers, or outcomes. Write a brief professional analysis that integrates social work values and legal understanding. Share in supervision or in staff meeting.
- Observe or participate in one local government, agency, or advocacy meeting per semester related to social service policies.
- Identify scenarios involving clients navigating legal barriers (e.g., applying for benefits, dealing with housing court). Identify and practice explaining rights, resources, and social work's advocacy role.
- Study your agency's policies and procedures for compliance with laws (e.g., duty to warn, ICWA, confidentiality, mandated reporting).
- Review one or more key agency policies (e.g., intake, service eligibility, confidentiality, housing placement). Analyze how these policies may impact clients differently based on race, gender identity, immigration status, disability, or socioeconomic status. Share observations in supervision and suggest ways to make the policy more equitable or inclusive.
- Choose one service area (e.g., child welfare, public benefits access, substance use treatment) and assess how local, state, or federal laws may produce unequal outcomes.
- Shadow agency staff or attend a client meeting related to eligibility, appeals, or service navigation. Identify how policy enforcement may impact clients differently depending on identity or background.

6. Engage with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors:

- substantively and effectively prepare for action with individuals, families, groups, organizations, and communities; and,
- engage diverse groups in community practice, and know how the organization or community's history affects response to engagement efforts.

PRIMARY Child Welfare practicum placements need to also include the following:

Develop specific learning contract activities that demonstrate your knowledge of the community by describing and discussing with your Practicum Supervisor the roles and responsibilities of the following in relation to child welfare/child protection in the community.

- a. Your practicum agency
- b. Schools
- c. Law Enforcement
- d. Courts, prosecutors, agency attorneys
- e. Health Care System
- f. Specialized agencies, e.g. for sexual abuse, crisis nurseries, foster care, etc.

Sample Learning Activities:

- Shadow or participate in client intake or engagement sessions (individuals or families). Review case notes, history, and available assessments prior to meeting the client; prepare culturally responsive questions.
- Prepare for collaborative goal-setting meetings with clients. Review client records, identify strengths/barriers, and prepare culturally appropriate ways to elicit goals. Reflect in supervision on how your preparation improved the quality and relevance of the plan.
- Co-plan and assist in facilitating a group session (e.g., support group, psychoeducational group). Develop a session outline including goals, discussion prompts, materials, and contingency plans. Debrief with supervisor afterward to reflect on preparation, delivery, and areas for growth.
- Attend organizational meetings, staff briefings, or interagency collaborations. Review relevant documents or minutes in advance and prepare talking points or questions to contribute meaningfully.
- Participate in or co-develop an outreach or engagement plan for a community event or initiative.
- Research the history of the community or organization where you're placed, focusing on: Racial, economic, and political history. Identify major community movements, events. Prepare a summary for all staff and present in staff meeting.
- Attend a listening session, town hall, or community dialogue involving diverse groups. Take notes on who participates, who doesn't, and how engagement strategies are received.
- Help plan an outreach or engagement activity (e.g., community event, meeting, workshop). Ensure planning reflects the cultural norms, languages, and historical concerns of the communities involved.
- Create a visual stakeholder map showing relationships between your agency and various community groups.
- Observe or assist a staff member, community leader, or partner who has a trusted relationship with a diverse community.

- In supervision, regularly bring examples of challenges or successes you've had in engaging diverse groups.

7. Assess Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors:

- collect, organize, and interpret data to understand the complexities of communities and organizations; and
- select and modify appropriate intervention strategies based on continuous assessment

Sample Learning Activities:

- Identify a specific issue facing the agency or community (e.g., service gaps, barriers to access, staff burnout). Collect data through surveys, interviews, observation, or existing reports.
- Research demographics, socioeconomic indicators, and community health trends using sources like the U.S. Census, local public health reports, or community databases. Organize data into themes (e.g., housing, income, education). Present a community profile to your supervisor or staff peers.
- Assist with collecting and analyzing data for an ongoing program evaluation (e.g., pre/post surveys, outcome tracking).
- Review anonymous agency data (e.g., who accesses services, for how long, and with what outcomes). Identify whether any disparities appear along racial, linguistic, gender, or geographic lines.
- Complete 3-6 diagnostic assessments and review in supervision
- Conduct suicide risk assessment with intake process for 3 new clients
- Observe staff during intervention sessions with individuals, families, groups, or communities. Take notes on how the practitioner adapts their approach in response to client feedback, behavior, or needs.
- Assist in developing or revising 4-8 service or treatment plans. Use recent assessment findings (e.g., updated goals, barriers, client self-report) to propose or modify interventions.
- Lead or co-lead a group session, community event, or one-on-one meeting. Monitor participant engagement and effectiveness of the intervention in real time.
- Participate in regular client check-ins, progress reviews, or team meetings. Use outcome data or observations to assess intervention effectiveness.

- Attend and participate in staff meetings or care coordination rounds where client or community interventions are discussed.

Child Welfare practicum placements need to also include:

Identification and assessment of child abuse and neglect:

- Discuss the risk assessment instruments (if any) used in your agency
- Discuss the process of risk assessment with appropriate workers, including discussion of risk factors, behavioral and emotional indicators of neglect, and cultural/racial issues considered in assessment.

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors:

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance community and organizational capacities; and
- critically evaluate, select, and apply culturally responsive and evidence-informed interventions.

Sample Learning Activities:

- Read the organization's mission statement, strategic plan, or program goals. Identify specific goals your work can support (e.g., increasing client engagement, improving service delivery, expanding outreach)
- Take initiative in designing or supporting a small project (e.g., improving intake forms, organizing a community event, updating resource lists).
- Select one ongoing area of agency work (e.g., volunteer coordination, client feedback, referral tracking). Create a step-by-step plan for how to improve or support that function in alignment with agency goals.
- Attend meetings or strategy sessions where agency direction or program development is discussed.
- Assist with the implementation of a current prevention initiative (e.g., mental health awareness, housing stability, substance misuse prevention).
- Develop a flyer, fact sheet, video, or presentation aimed at preventing an issue (e.g., domestic violence, school dropout, financial hardship).

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- Collaborate with staff to co-create or adapt a workshop on a prevention topic (e.g., parenting skills, coping strategies, conflict resolution).
- Identify existing community strengths, resources, and informal networks that can be leveraged for prevention.
- Attend community partnerships or coalitions working on prevention (e.g., health equity, violence prevention, youth engagement)
- Choose an intervention or practice model used in your agency (e.g., motivational interviewing, CBT, restorative practices). Research its evidence base, populations it was validated with, and cultural considerations or limitations.
- Observe or participate in a client session or group using a structured intervention. Reflect on whether the language, content, and process feel culturally responsive and relevant. Provide respectful feedback or suggestions to your supervisor about adapting the approach to better align with client values or identities.
- Assist a staff member or lead initiative in modifying an intervention to fit the cultural, linguistic, or contextual needs of a specific client group (e.g. LGBTQIA2S+ youth, Indigenous clients, families in the child welfare system).
- Co-develop and implement a small workshop or group session that incorporates culturally significant practices (e.g., storytelling, ritual, art, language use).
- Research two or more intervention strategies relevant to your agency setting. Compare them based on cultural responsiveness, effectiveness, and accessibility for the population served. Discuss in supervision.
- Observe or engage with a client or community that holds multiple marginalized identities. Reflect on how their intersecting identities (e.g., race, gender, disability, immigration status) influence how they respond to and benefit from the intervention.

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors:

- contribute to the knowledge base of the social work profession through practice-based research;
- evaluate the process and/or outcomes to develop best practice interventions; and
- communicate and disseminate evaluation results appropriate to the intended audience.

Sample Learning Activities:

- Learn about ethical standards and Institutional Review Board (IRB) requirements relevant to your research. Apply ethical principles to ensure confidentiality, informed consent, and respect for participants.
- Work with practitioners to explore how research findings can inform practice improvements. Help translate research into actionable recommendations. Document collaborative efforts and impacts.
- Collaborate with your supervisor and agency staff to identify a practice-related question, challenge, or area for improvement based on agency needs or gaps.
- Review existing agency reports, client data, policies, and relevant social work literature related to your research topic. Summarize current knowledge and identify gaps or areas for new insights.
- Identify and discuss ethical dilemmas or barriers encountered during research (e.g., confidentiality, power dynamics).
- Work with agency staff or supervisor to create an evaluation plan for a current intervention or program.
- Participate in gathering qualitative and/or quantitative data related to program activities (e.g., attendance, client feedback, behavioral changes).
- assess the extent to which the intervention met its stated objectives and client needs. Discuss discrepancies or alignment with your supervisor or team.
- Based on evaluation findings, collaborate with staff to propose modifications or enhancements to the intervention.
- Prepare and deliver a presentation summarizing evaluation processes, findings, and recommendations.
- Use evaluation insights to plan or adjust future practice interventions within the agency or community.
- Work with your supervisor to identify different stakeholders (e.g., agency leadership, frontline staff, clients, funders, community partners) who need evaluation results. Discuss the specific interests, language preferences, and information needs of each group.
- Draft written summaries of evaluation findings using plain language, avoiding jargon.
- Prepare and deliver a presentation of evaluation results to a group such as agency staff, community members, or a supervisory meeting.
- Lead or co-lead a discussion session following the presentation to explore stakeholder perspectives on findings and recommendations.

For child welfare placements only.

10. Understand the impact of domestic violence on child welfare cases and strategies for responding effectively.

Complete at least 5 hours of domestic violence related activities to enhance this understanding from a list of opportunities provided to child welfare scholars (e.g., training, observation of court hearings, observing groups, touring community agencies)

Learning Contract Foundation Practicum or Advanced Practicum

Date (from - to)

Placement: Name of Agency

Description of child welfare services (for PRIMARY child welfare practicum placements):

Address: Agency address
 Agency phone

Student: Name
 Address
 Phone
 Email

MSW Supervisor: Name
 Phone
 Email

Faculty Liaison: Name
 Phone
 Email

Example of Signature Page (Last page of contract)

MSW Student Intern

Date:

MSW Supervisor

Date:

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UMD Faculty Liaison

Date:

On-site Practicum Supervisor (non-MSW) Date:

Practicum Evaluation

Practicum evaluation is divided into two parts: (1) evaluation of the student and (2) evaluation of the agency. Both of these evaluation components are explained in detail below.

Evaluation of Student Performance

The Student Performance Evaluation Form is provided by the Dept. of Social Work. The data which the Agency Practicum Supervisor and the student use to determine the student's progress in meeting the criteria for evaluation will be drawn from a variety of sources, including written records, oral reports of activities, tapes of the student's work, direct observation, and feedback from other staff engaged with the student.

1. At the beginning of the practicum placement, the student, Agency Practicum Supervisor, and Faculty Liaison collaborate in the development of a learning contract that will assist the student in meeting the practicum objectives.
2. The student meets weekly with the Agency MSW Practicum Supervisor to review the student's adjustment to the agency and the student's progress. The student can take this opportunity to give feedback regarding supervision.
3. Two weeks before Fall semester finals week, the Agency Practicum Supervisor and the student complete two evaluations: the Mid-Placement Student Performance Evaluation Form, located in the Intern Placement Tracking (IPT) database and the [UMD Social Work Student Professional Comportment Matrix](#). The Faculty Liaison also completes the comportment matrix. The Faculty Liaison reviews the evaluations during a virtual or in-person site visit that will take place during finals week and suggests improvements or modifications needed to successfully complete the Spring semester. If it is necessary to create an improvement plan, one should be arranged. This is also the point at which the Practicum Supervisor and Practicum Faculty Liaison determine whether the student may proceed to Spring semester. Please see [Early Termination of Placement procedure for guidance](#). Any revisions are noted in the Learning Contract in IPT. Please note that fall semester of practicum is [a continuation course](#). Students will receive an X as a fall practicum grade if they have completed all seminar requirements for that term AND performance evaluations (which can include a performance improvement plan) indicate

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that the student can continue the course into the next term. This grade will be changed to a final grade at the end of the practicum experience in spring. Per UMD's academic policy the system reads an X as disqualifying a student from the Dean's List even with at least 12 graded credits taken and the required GPA. At the end of spring semester when grades are posted the Dean's List can be retroactively added to affected students' transcripts.

4. The final evaluation of the student occurs at the end of the Spring Semester. The Agency Practicum Supervisor completes the Final Student Performance Evaluation Form in IPT. The Practicum Supervisor and Practicum Faculty complete the [Professional Comportment Matrix](#). These forms serve as the basis for discussion in the final evaluation meeting between the Agency Practicum Supervisor, the Faculty Liaison, and the student. The discussion focuses on the student's performance. The evaluation form is signed signifying that it has been read and reviewed by each of the three parties. Based on this conference and on all other aspects of the student's work (both in placement and in practicum seminar) the Faculty Liaison submits an "S" (satisfactory) or an "N" (not satisfactory) grade for the student. If the student has not successfully completed the requirements of the course and the Faculty Liaison, in consultation with the Practicum Director and Agency Practicum Supervisor, determines they meet the requirements for an incomplete, an "I" may be assigned. If that occurs, a completion plan with deadlines and measurable objectives will be created by the student and Faculty Liaison.

Student's Evaluation of the Agency

The Department of Social Work recognizes the importance of receiving student input regarding their practicum placements. One method by which the Department monitors and maintains a high quality practicum placement program is through students' perceptions.

The student can share their ongoing perceptions of the supervisor's role and performance throughout the practicum placement. This can occur in the weekly conferences, the mid-year and final evaluations, or in whatever manner seems appropriate. The responsibility of the agency and the Agency Practicum Supervisor are clearly outlined at the beginning of the placement. Some of these are also written in the student's learning contract.

The questionnaire asks students to assess the agency on a number of different criteria based on their practicum experiences. The questionnaire form (Appendix D) is completed by the student at the end of the practicum placement and submitted to the Department of Social Work. It is expected that the student and Agency MSW Practicum Supervisor and others involved in the student's learning experiences will discuss the student's perceptions at the end of the

placement. The Department will not release information from specific forms. The results of the student's evaluation will be kept in summary fashion.

Students should share any problems or other perceptions with the Faculty Liaison on an ongoing basis, either confidentially or in seminar.

Summer Practicum Placement Evaluations

Evaluation of the student occurs at the end of the block placement. During the summer, agency evaluation by the student is the same as the Academic Year Placement evaluation.

Academic Year Practicum Timeline

The lists below outline the responsibilities, activities, and procedures for the student, Agency Practicum Supervisor, and Faculty Liaison during the duration of the placement.

Student

Fall Semester

1. The student and the Agency MSW Practicum Supervisor have the responsibility for developing the Learning Contract.
2. In coordination with the Agency Practicum Supervisor, schedules Faculty Liaison visit to the agency.
3. Meets with Agency Practicum Supervisor to review Mid-Placement Student Performance Evaluation, and to make necessary revisions in the Learning Contract.
4. Signs Mid-Placement Student Performance Evaluation Form in IPT.

Spring Semester

1. Arranges meeting time for Final Student Performance Evaluation. Student can finish no sooner than two weeks before the end of the term.
2. Meets with Agency Practicum Supervisor and Faculty Liaison for Final Student Performance Evaluation/
3. Completes an evaluation of the placement experience.

Agency MSW Practicum/On-Site Supervisor

Fall Semester

1. Helps the student to develop the Learning Contract
2. Gives ongoing feedback to student about their performance in the agency and fulfillment of the Learning Contract
3. Regularly review student's adjustment to the placement and assist in making necessary revisions to the Learning Contract

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4. Meets with the Faculty Liaison and student to review the Learning Contract
5. Completes the Mid-Placement Student Performance Evaluation Form. Meets with student to discuss this, and the student's performance to date.
6. Assists in making additions and revisions to the Learning Contract to address identified needs
7. Gives ongoing feedback to student
8. Confers with Faculty Liaison

Spring Semester

1. Completes the Final Student Performance Evaluation Form
2. Meets with student and Faculty Liaison to discuss student's performance, the learning contract, and final evaluation.

Faculty Liaison

Fall Semester

1. Attends initial practicum site visit with student and Agency Practicum Supervisor, and gives feedback and suggestions on the Learning Contract
2. Gives ongoing feedback about general performance (this can occur either in the seminar, in private, or in the journal)
3. If needed at end of fall term, conducts practicum visit with Agency Practicum Supervisor and student to discuss student's performance and written evaluation done by Agency Practicum Supervisor
4. Assists in making additions and revisions to the Learning Contract to address identified needs
5. Gives ongoing feedback to student in seminars and journals

Spring Semester

1. Meets with student and Agency Practicum Supervisor to review the Final Student Performance Evaluation form
2. Assesses all facets of the student's work both in the practicum placement and in seminar
3. Submits a "S", "N", or "I" grade for student based on the above

Grading Procedures For Practicum

Student performance in the practicum is a critical component of the MSW Program at the University of Minnesota Duluth. All students must demonstrate competency in a variety of areas in the Foundation Practicum and Advanced Practicum placement. The evaluation and documentation of student performance in the practicum is a collaborative effort between UMD

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practicum faculty and agency-based MSW practicum supervisors. Additionally, non-MSW supervisors in the practicum agency may be asked to provide information to inform the mid-year and final student evaluations. The final practicum grade is determined by the course Practicum Faculty Liaison based on evaluative information from the practicum supervisors as well as student performance in the practicum seminar course. It is critical that the practicum supervisors provide specific and timely information regarding student performance related to the required competencies and practice behaviors outlined in the Student Performance Evaluation Form. Agency MSW Practicum Supervisors are responsible for keeping Practicum Faculty Liaisons informed about any concerns related to student performance through written documentation, phone calls, virtual or face-to-face meetings. Faculty Liaisons should keep detailed records of communication from Agency Practicum Supervisors in the students' secured practicum files in the shared Practicum Drive.

When a student performance issue is identified, a remediation plan may be developed, as needed, in order to assist the student and the practicum agency in continuing the practicum placement with the best possible outcome. The Faculty Liaison and Agency MSW Practicum Supervisor will discuss with the student whether a remediation plan is recommended or whether the placement should be terminated. In very serious cases of poor performance it may not be appropriate to develop a remediation plan. These cases will be referred to the Practicum Director for additional action.

The practicum course is graded on a satisfactory/not satisfactory basis. The responsibility for the assignment of student grades rests exclusively with the Faculty Liaison. The Faculty Liaison will receive a recommendation from and confer with the Agency Practicum Supervisor before assigning the final grade. Students are to be assessed and graded on their performance in the practicum seminar as well as in their practicum placement. Grades for practicum are assigned only after an entire year of practicum work has been completed. At the end of the Fall semester (and, for Block placements, at the end of the first summer session), students are given an **"X"** grade. At the end of the last grading period (Spring semester or second summer session), the grades are changed to an **"S"** if the student successfully completes the entire practicum experience. Students are responsible for ensuring that all required coursework is completed. If the student receives an **"N"** grade for first semester, they may not keep or transfer hours completed in that term when retaking the course.

APPENDIX A: AGENCY APPLICATION

UMD MSW Practicum Program Agency Application for the Practicum Program

Agency Name: _____ Date: _____

Address:

Contact Person: _____ Position: _____

Telephone: _____ Email Address: _____

Fax: _____

Part 1: Agency Description

A. Is your agency: Private non-profit: _____ Tribal: _____ County: _____ Other: _____

B. What is the mission of the agency?

C. What is the population being served?

D. What types of services are provided by the agency?

- E. What methods of intervention are used (i.e. casework, group work, community organizing, etc.)?

- F. Describe the experience and educational background of the MSW social worker available for student supervision (The MSW is required by our program to meet CSWE accreditation standards). **Attach a resume.**

Part II: Student-Practicum Placement Description

- A. Describe the educational experiences available to students. What tasks and responsibilities could be assigned to the student? Differentiate between Foundation Practicum and Advanced Practicum (This section will determine if you will be assigned Foundation Practicum or Advanced Practicum students. You may want to review the requirements for Foundation Practicum and Advanced Practicum in the Practicum Manual. The Practicum Director is available for assistance and further discussion).

- B. What types of clients will the student be exposed to?

- C. What resources would students have the opportunity to utilize in performing above tasks? Will office or desk space be made available to the student?

- D. How will supervision be provided (i.e. availability and frequency of supervision)? **No less than one hour per week of intensive, teaching, individual MSW supervision is needed.** However, to meet the educational needs of the students in the optimal fashion, this is probably only the minimum.
- E. To what extent can students participate in staff meetings relating to cases or projects?
- F. Will students be able to be exposed to/or participate in administrative meetings, research and evaluation projects (if outside their job descriptions), and policy development tasks?
- G. Will the student have the opportunity to attend and participate in workshops and training sessions?
- H. Does your agency provide an opportunity for students to get experience working with diverse (people of color, lesbian/gay/bisexual/transgender, and other oppressed populations) individuals/groups? Please explain.

Is it necessary for students to have a car?

Yes: _____ No:

If needed on the job, will you provide travel expense reimbursement?

Yes: _____

No: _____

Are stipends or salary available?

Yes: _____ No:

Hours/days needed:

Does your agency have a website?

Yes: _____ No:

If so, please indicate the URL:

Submitted by name/title: _____ Date:

Agency Director signature: _____

Please return to:
Sara Lien, MSW Practicum Director
Department of Social Work
220 Bohannon Hall
University of Minnesota Duluth
Duluth, MN 55812
218-726-8353
liensara@d.umn.edu

APPENDIX B: AGENCY CONTRACT

MSW Agreement To Placement Form UMD MSW Practicum Program Agency Contract

Name of Student: _____

Agency : _____ Phone: _____

Agency Director: _____

Agency Address: _____

Agency Fax: _____

MSW Practicum Supervisor: _____ Phone: _____

Supervisor email: _____

Address if different from Agency: _____

On-site Supervisor (if applicable): _____ Phone: _____

On-site Supervisor email: _____

(Non MSW)

Placement Beginning (insert year): _____ Fall _____

We certify that:

1. Student Supervision

The Supervisor will spend **no less than one hour per week** of individual, intensive, teaching supervision for the student. The meetings will be held on a routine basis at a designated time and place each week. The MSW Supervisor (or On-Site Supervisor if there is no on-site MSW) will coordinate the student's work with other related personnel in the agency.

2. Agency/Supervisor Responsibilities

We have reviewed the agency and MSW Supervisor responsibilities in the Practicum Manual and we agree to meet them. We understand that it is the responsibility of the MSW and on-site supervisors to keep the UMD practicum liaison posted on any issues related to student performance in the practicum placement in a timely manner.

3. Learning Contract

We agree to provide the student with the educational experiences which will fulfill the requirements of the Learning Contract.

4. Student Safety

We agree to conduct personal safety risk assessments on each case/project, which we will assign to the student and we will take appropriate protective measures, when needed.

5. Outside MSW Supervisor

If an outside MSW Supervisor is needed, we agree that they and the On-Site Supervisor will meet to develop the student's Learning Contract, to orient the student and will both will participate in the Practicum Liaison's visits to the agency to evaluate student progress. A copy of the contract with the outside MSW Supervisor is attached to this form (this contract should include those elements described under Criteria for Selecting Practicum Supervisors).

6. Auto Liability Insurance

If it is required that the student transports clients, the student will be covered with the agency's auto liability insurance policy to supplement the student's/University's auto policy.

7. Compliance with these Requirements

We understand that each agency in the UMD MSW Practicum Program is evaluated by the UMD faculty each year and that non-compliance may jeopardize our participation in future years.

Signed by:

Agency Director: _____

MSW Supervisor:

On-Site Supervisor (if applicable):

Date: _____

Please return to:

Sara Lien, MSW Practicum Director
Department of Social Work
234 Bohannon Hall
University of Minnesota Duluth
Duluth, MN 55812
218-726-8353
liensara@d.umn.edu

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APPENDIX C: STUDENT PERFORMANCE EVALUATION FORM

Student Performance Evaluation: Foundation Practicum

Student Name: _____ Midterm: _____ Final:

Practicum Supervisor: _____ Agency:

Faculty Liaison: _____ Concurrent or Block _____

(year)

This evaluation should be used in conjunction with the Learning Contract to determine the degree of student learning and the grade for the Foundation Practicum placement. The focus in the Foundation Practicum placement is on **generalist** social work practice skills. **Students should demonstrate competence in the identified practice behaviors by the completion of their Foundation Practicum placement.** The Practicum Supervisor, student, and Faculty Liaison sign the form to signify that the evaluation has been discussed.

Please explain your ratings with specific comments or examples. The ratings and comments should be made on the basis of the skill levels the student should have at the end of the placement. [Note: If the student didn't have the opportunity to exhibit a particular skill, please specifically note this with an explanation, instead of trying to provide a numerical rating.] This may be the case at the time of the mid-year practicum evaluation.

Rating levels:

- 4 = Demonstrates advanced competence
- 3 = Demonstrates competence
- 2 = Additional work needed
- 1 = Unacceptable

1. Demonstrate Ethical and Professional Behavior

a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context

1 2 3 4

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3	4	b. demonstrate professional behavior; appearance; and oral, written, and electronic Communication	1	2
3	4	c. use technology ethically and appropriately to facilitate practice outcomes	1	2
3	4	d. use supervision and consultation to guide professional judgment and behavior	1	2

Comments:

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

- a. advocate for human rights at the individual, family, group, organizational, and community system levels
1 2 3 4
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice
3 4 1 2

Comments:

3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels
1 2 3 4
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Comments:

4. Engage in Practice-Informed Research and Research-Informed Practice

a. apply research findings to inform and improve practice, policy, and programs 1 2
3 4

b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

1 2 3 4

Comments:

5. Engage in Policy Practice

a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services

1 2 3 4

b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

1 2 3 4

Comments:

6. Engage with Individuals, Families, Groups, Organizations, and Communities

a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies

1 2 3 4

b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies

1 2 3 4

Comments:

7. Assess, Individuals, Families, Groups, Organizations, and Communities

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies
1 2 3 4
- b. demonstrate respect for client self-determination during the assessment process by
3 4 1 2
- c. collaborating with clients and constituencies in developing a mutually agreed-upon plan
1 2 3 4

Comments:

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals
1 2 3 4
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies
3 4 1 2

Comments:

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- a. select and use culturally responsive methods for evaluation of outcomes
3 4 1 2

- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

1 2

3 4

Comments:

Learning Contract Review

Comment briefly on the student's performance giving examples. Do you have any concerns with the student's ability to complete the learning contract or demonstrate competence in the required practice behaviors?

Assessment of Practice Behaviors

What do you see as the student's strongest practice behaviors?

What areas should the student devote further energy toward? How can this be facilitated?

Summary Score: Information on the previous pages must clearly document the student's summary score. Summary Score and Assessment of Overall Competency

MSW Practicum Supervisor's Signature: _____ Date:

On Site Practicum Supervisor (if different) Signature: _____ Date:

Student Signature: _____ Date:

Faculty Liaison Signature: _____ Date:

Other Comments:

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Final Evaluation Only

I certify that the student has worked a minimum of 420 hours over the course of the placement period.

Practicum Supervisor's Signature: _____

Date: _____

Student Performance Evaluation: Advanced Practicum

Student Name: _____ Midterm: _____ Final: _____

Practicum Supervisor: _____ Agency: _____

Faculty Liaison: _____ Concurrent or Block _____

(year)

This evaluation should be used in conjunction with the student's learning contract to determine the student's level of competence and the grade for the Advanced Practicum placement. The focus in the Advanced Practicum placement is on **advanced** social work practice. **Students should demonstrate competence in the identified practice behaviors by the completion of their Advanced Practicum placement.** Please explain your ratings with specific comments and/or examples. [If the student didn't have the opportunity to exhibit a particular skill, please not this with an explanation, instead of trying to provide a numerical rating. This may be the case at the time of the mid-year evaluation].

The practice behaviors below are in relationship to *Advanced Generalist Practice*. As such, they assume the ability to autonomously address complex person-in-environment issues with diverse populations in micro and macro practice.

Rating levels:

- 4 = Demonstrates advanced competence
- 3 = Demonstrates competence
- 2 = Additional work needed
- 1 = Unacceptable

<u>Demonstrate Ethical and Professional Behavior</u>	Rating 1,2,3,4, or No Opportunity
apply social work ethics to organizational considerations such as facilitating confidentiality policies and/or demonstrating awareness of how to proceed during points of dilemma or conflict;	
apply the NASW Code of Ethics and an ethical reasoning framework in promoting human rights and social justice in assessment, intervention, and evaluation of community practice; and	

tolerate ambiguity and manage personal values while ensuring that all work with individuals, families, groups, and organizations is done in accordance with social work professional ethics.	
--	--

Comments:

<u>Advance Human Rights and Social, Racial, Economic, and Environmental Justice</u>	Rating 1,2,3,4, or No Opportunity
actively engage in advocacy efforts for human and civil rights for underserved and traditionally marginalized communities; and	
utilize evidence-based practice strategies or interventions that have been proven to show improved wellbeing for communities and organization, and where possible, incorporate evaluative measures of wellbeing that integrate improvements in social, economic, political, and environmental realms.	

Comments:

<u>Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</u>	Rating 1,2,3,4, or No Opportunity
Engage in self-reflexive practices to identify and address one's own implicit biases and other internalized forms of oppression	
Identify, dialogue, and reflect on internal and external strategies of resisting systems rooted in racism and oppression	
Demonstrate anti-racist and anti-oppressive macro practice by recognizing clients and constituencies as experts and centering their lived experiences and desires	
Recognize systemic factors internal and external to the agency context and assess the nature and impact of institutional, political, and economic (dis)empowerment.	

Comments:

<u>Engage in Practice-Informed Research and Research-Informed Practice</u>	Rating 1,2,3,4, or No Opportunity
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construct and/or utilize best practice, evidence-based research to develop and implement community and organizational interventions; and	
advance social justice-oriented research that is participatory and inclusive of the community and organizational constituencies.	

Comments:

<u>Engage in Policy Practice</u>	Rating 1,2,3,4, or No Opportunity
identify how local, state, and federal laws and regulations impact social services and the lives of individuals, families, groups, and communities using professional social work analysis; and	
Identify agency policies and procedures, as well as laws, that can have a differential impact on individuals, families, groups, and communities—especially those from historically oppressed and/or vulnerable communities.	

Comments:

<u>Engage with Individuals, Families, Groups, Organizations, and Communities</u>	Rating 1,2,3,4, or No Opportunity
substantively and effectively prepare for action with individuals, families, groups, organizations, and communities;	
engage diverse groups in community practice, and know how the organization or community's history affects response to engagement efforts.	

Comments:

<u>Assess, Individuals, Families, Groups, Organizations, and Communities</u>	Rating 1,2,3,4, or No Opportunity
collect, organize, and interpret data to understand the complexities of communities and organizations; and	
select and modify appropriate intervention strategies based on continuous assessment	

Comments:

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<u>Intervene with Individuals, Families, Groups, Organizations, and Communities</u>	Rating 1,2,3,4, or No Opportunity
initiate actions to achieve organizational goals	
Implement prevention interventions that enhance community and organizational capacities	
critically evaluate, select, and apply culturally responsive and evidence-informed interventions	

Comments:

<u>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</u>	Rating 1,2,3,4, or No Opportunity
contribute to the knowledge base of the social work profession through practice-based research;	
evaluate the process and/or outcomes to develop best practice interventions;	
communicate and disseminate evaluation results appropriate to the intended audience.	

Comments:

Learning Contract Review

Comment briefly on the student's performance giving examples. Do you have any concerns with the student's ability to complete the learning contract or demonstrate competence in the required practice behaviors?

Assessment of Practice Behaviors

What do you see as the student's strongest practice behaviors?

What areas should the student devote further energy toward? How can this be facilitated?

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Summary Score: Information on the previous pages must clearly document the student's summary score. Summary Score and Assessment of Overall Competency

MSW Practicum Supervisor's Signature: _____ Date: _____

On Site Practicum Supervisor (if different) Signature: _____ Date: _____

Student Signature: _____ Date: _____

Faculty Liaison Signature: _____ Date: _____

Other Comments:

Final Evaluation Only

I certify that the student has worked a minimum of 500 hours over the course of the placement period.

Practicum Supervisor's Signature: _____

Date: _____

OVERALL PRACTICE SKILLS

Overall, how would you rate this student's present social work practice level? 1 2 3 4

Comments:

Learning Contract Review

Staple a photocopy of the student's Learning Contract to this form and check off learning activities that have been completed to date. Comment briefly on the student's performance, giving examples. Do you have any concerns with the student's ability to complete the learning contract or demonstrate competence in the practice behaviors?

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Assessment of Practice Behaviors

What do you see as the student's strongest practice behaviors?

What areas should the student devote further energy toward? How can this be facilitated?

Summary Score

Information on the previous pages must clearly document the student's summary score
Summary Score and Assessment of Overall Competency: (rate student on scale 1-4)

Please sign the form to signify that the evaluation has been discussed.

MSW Supervisor's Signature: _____ Date:

On Site Practicum Supervisor (if different) Signature: _____ Date:

Student Signature: _____ Date:

Faculty Liaison Signature: _____ Date:

Final Evaluation Only

I certify that the student has worked a minimum of 480 hours over the course of the placement period.

Practicum Supervisor's Signature: _____ Date:

APPENDIX D: EVALUATION OF CLINICAL KNOWLEDGE AREAS

Evaluation of Clinical Knowledge Areas (as an Addendum to Foundation Practicum or Advanced Practicum Evaluation Form)

Rating levels:

- 4 = Demonstrates advanced competence
- 3 = Demonstrates competence
- 2 = Additional work needed
- 1 = Unacceptable

Student: _____

1. Assessment	1	2	3	4
Comments:				

2. Treatment Planning	1	2	3	4
Comments				

3. Intervention Methods	1	2	3	4
Comments:				

4. Evaluation	1	2	3	4
Comments:				

5. Ethics and Values	1	2	3	4
Comments:				

6. Culturally Specific Comments:	1	2	3	4
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APPENDIX E: STUDENT EVALUATION OF PRACTICUM/AGENCY

2024-2025 Social Work Student Evaluation of Practicum Program

Please fill out this evaluation of the UMD Social Work field program by April 30th.

* Indicates required question

1. Which practicum placement are you currently enrolled in?*

 - ☐ BSW Generalist Practicum
 - ☐ MSW Foundation Practicum
 - ☐ MSW Advanced Practicum

2. Where are you doing your practicum placement?*
3. Overall, how satisfied were you with your practicum placement experience?*

 - ☐ Very dissatisfied
 - ☐ Dissatisfied
 - ☐ Neutral
 - ☐ Satisfied
 - ☐ Very satisfied

4. Would you recommend this practicum placement to other students?*

 - ☐ No
 - ☐ I might recommend it
 - ☐ Probably I would recommend it
 - ☐ Yes

5. Please elaborate on your answer above. Why or why not?
6. How would you rate the formal practicum supervision you received?*

 - ☐ Poor
 - ☐ Fair

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- Good
- Very Good
- Excellent

7. Please elaborate on your answer above.

8. Please rate the onsite task supervision you received.

- Poor
- Fair
- Good
- Very Good
- Excellent
- Does not apply to my placement

9. How helpful was the MSW Practicum Manual to you?*

- Not helpful at all
- Somewhat helpful
- Did not use them
- Helpful
- Very helpful

10. How helpful was the Practicum Information Orientation held in January to your understanding of the coordination process?*

- Not helpful at all
- Somewhat helpful
- Helpful
- Very helpful
- Did not attend

11. Please share your thoughts about the process of coordinating and securing your placement.

12. How helpful was the BSW Practicum Orientation session held in late August in helping you prepare to start your placement?

- ☐ Not helpful at all
- ☐ Somewhat helpful
- ☐ Helpful
- ☐ Very Helpful
- ☐ Did not attend

13. How would you rate your faculty liaison in terms of providing you support and guidance during your field placement?*

- ☐ Poor
- ☐ Fair
- ☐ Good
- ☐ Very good
- ☐ Excellent

14. Please elaborate on your answer above.

15. How effective were the journal assignments in helping you to integrate what you were learning in the classroom with what you were doing in your field placement?*

- ☐ Very ineffective
- ☐ Ineffective
- ☐ Neither effective or ineffective
- ☐ Effective
- ☐ Very effective

16. How effective were the other assignments (case consultations, online discussions,) in facilitating your overall learning with respect to your fieldwork?*

- ☐ Very ineffective
- ☐ Ineffective
- ☐ Neither effective or ineffective
- ☐ Effective
- ☐ Very effective

17. How did your placement contribute to attainment of your personal learning goals with respect to social work practice?*

- Did not contribute at all
- Contributed slightly
- Yes, the field placement did contribute
- Good, most of my goals were achieved
- Excellent, all of my learning goals were achieved

18. In reflecting on your practicum experiences, what would have been helpful in preparing you for your placement?

19. What advice would you give a future student placed at your agency?

20. Are there any other comments you would like to share regarding the UMD Social Work Practicum Program?

21. Do you have any further thoughts to share with us about your overall experience in the UMD Social Work Program?

APPENDIX F: REQUEST FOR PLACEMENT CHANGE FORM

Request for Placement Change Form

University of Minnesota Duluth

Department of Social Work

This form must be completed in full by student then signed by Practicum Liaison. Student or Practicum Liaison will Submit this form to the Practicum Director for consideration.

Name of Student:

Student ID:

Phone:

UMD Email:

Name of Agency:

Agency Address:

BSW/MSW Practicum Supervisor:

Phone:

Email:

Task Supervisor (if applicable):

Phone:

Email:

Reasons for requesting a change in practicum placement:

Steps taken before this request:

Comments from Practicum Liaison:

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Decision by Practicum Director:

Student (Signature &

Date): _____

BSW Practicum Liaison (Signature &

Date): _____

BSW Practicum Director (Signature &

Date): _____

APPENDIX G: PRACTICUM PROGRAM CONCERN REPORT & PERFORMANCE IMPROVEMENT PLAN

Practicum Program Concern Report & Performance Improvement Plan University of Minnesota Duluth Department of Social Work

Student Name: _____

Student ID: _____

Date: _____

☐ BSW student

☐ MSW student

Person Reporting Concern:

Relationship to Student:

Concern: Please describe your concern in detail. [Refer to the Professional
Comportment Matrix](#) when applicable and specifically identify areas of concern.

Support Given: Please describe what has already been done to try to resolve this concern

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Notes and Supporting Documentation:

See documentation attached

Performance Improvement Plan: The plan should have specific, measurable, attainable, realistic, and time sensitive outcomes in order to track progress toward improving placement.

Student Signature: _____ Date:

Agency Supervisor: _____ Date:

Practicum Liaison: _____ Date:

Practicum Director: _____ Date:

Director of Program : _____ Date:

APPENDIX H: UMD SOCIAL WORK STUDENT PROFESSIONAL COMPORTMENT MATRIX

Instructions for UMD Social Work Professional Comportment Matrix

The purpose of the matrix is to assist with the development of professional identity and professional skills of UMD social work students. The matrix is designed to be used in both the academic and practicum settings.

At the end of each term the Agency Practicum Supervisor and Practicum Faculty Instructor will fill out a Comportment Matrix. The Practicum Instructor will rate the student in each area of comportment by putting a check in the appropriate column. A completed Comportment Matrix should be attached to each evaluation and will be discussed as part of the student's evaluation.

Students may also be asked by Practicum Instructors or other faculty members to use the matrix as a self-evaluation tool. Practicum Instructors and faculty members may also use it to address comportment issues occurring during the semester.

A rating of Inadequate or Somewhat Adequate in a semester evaluation can trigger a performance review meeting with the relevant faculty. Objectives and Learning Assignments for the quarter following an Inadequate or Somewhat Adequate rating should indicate remedial efforts being made by the student to improve the student's comportment. A lack of improvement would warrant an additional continuance review and possible termination from the practicum.

The Comportment Matrix may also be used in a similar fashion to address a student's professional development concerns in the academic setting.

Core Professional Expectations

Student: _____ Date: _____ Evaluator: _____

Student Signature: _____ Evaluator

Signature: _____

Professional Comportment	Inadequate	Somewhat Adequate	Meets	Exceeds
1. Professional Integrity/Ethics	___ Frequent occurrences of dishonesty. Violations of university's plagiarism policy. Inaccurate documentation of field time or inaccurate documentation in client file. Consistent failure to comply with NASW Code of Ethics and/or academic standards.	___ Minor episodes of dishonesty excluding plagiarism. More than one occurrence of failure to comply with the Code of Ethics and academic standards.	___ No incidence of dishonesty. Only occasional inconsistencies limited to non-academic or minor personal matters. Cites sources for papers. Rare occurrences of questionable ethical decisions-occurrences are minor and are generally unclear or subjected to interpretation.	___ No incidences of dishonesty. Always demonstrates truthfulness in all matters. Beyond reproach. Always displays the highest standard of ethical decision making.
2. Collaboration	___ Often argues inappropriately with others. Rude. Frequently displays inability or unwillingness to work as a team member.	___ Sometimes hostile with others. Occasional displays of difficulty working as a team member.	___ Frequently works well with others. Usually a dependable and collaborative team member. Good conflict resolution skills.	___ Always dependable as a team member. Strong negotiation and conflict resolution skills.
3. Professional Development	___ Inaccurate self-assessment. Consistently ignores feedback on ways to improve. Lack of commitment to professional development.	___ Difficulty recognizing limitations and seems hesitant and/or resistant to act on feedback. Lack of initiative to address areas of concern.	___ Takes advantage of opportunities for professional development and is committed to continued professional growth.	___ Is self-motivated. Actively seeks out opportunities to increase skills and knowledge. Clear sense of professional goals and ways to reach them. Actively engages in learning in the classroom and field

				setting.
4. Respect for Diversity	___ Pattern of intolerance. Fails to accept differences. Shows bias and prejudicial attitude toward others.	___ One or two minor displays of intolerance or lack of acceptance of differences.	___ Actively demonstrates both tolerance and acceptance of differences.	___ Behavior and attitudes are always congruent. Actively demonstrates not only acceptance and tolerance but appreciation for differences across marginalized communities.
5. Attendance/Punctuality, and Preparedness	___ Rarely attends class, internship, and/or appointments or is usually tardy. Consistently unprepared for class and internship. Doesn't complete assignments.	___ Often absent and/or tardy for class, internship, and/or appointments. Often late with assignments and/or unprepared for internship or class.	___ Rarely misses class or internship and always makes scheduled appointments. Frequently prompt and prepared with assignments.	___ Always in attendance. No unexcused absences. Consistently prompt, well prepared with assignments.
6. Emotional Maturity/Resiliency	___ Pattern of immaturity, inflexibility. Lack of coping skills. Emotional intensity is consistently inappropriate to given situations.	___ Emotional intensity is inconsistent in adapting to differing situations. Often shows difficulty adapting to change, expected levels of stress.	___ Often appropriate emotional intensity. Exceptions are rare and minor. Generally adaptive and able to overcome challenges. Responsive to guidance and supervision.	___ Very adaptable. Self-directed in monitoring and adjusting emotional intensity. High level of maturity and sound judgment. Very resilient.
Professional Comportment	Inadequate	Somewhat Adequate	Meets	Exceeds
7. Use of supervision and professional feedback	___ Frequently defensive about performance or blames others for performance issues.	___ Moderate difficulty accepting responsibility. Sometimes defensiveness.	___ Comes to supervision prepared for feedback. Occasional difficulty accepting feedback and usually able to apply it.	___ Asks for and is very open to critical feedback. Consistently uses supervision to improve performance.
8. Critical thinking skills and problem-solving abilities	___ Frequently misses the big picture by overlooking relevant factors. Difficulty in formulating appropriate and attainable goals.	___ Limited ability to examine relevant factors. Frequently requires directions to stay on track. Difficulty in determining focus of	___ Problem-solving efforts are well reasoned. Able to identify opposing points of view. Usually able to engage in independent	___ Demonstrates creativity, reflection, precision, accuracy, relevance, and soundness in problem solving abilities.

		efforts.	work throughout the problem-solving process.	Decisions are well supported. Identifies factors that others might miss. Shows depth in understanding and analysis in written work.
9. Social and economic justice	___ Lack of commitment or is oblivious to efforts that promote social and economic justice. Insensitive to the major social work values regarding social justice.	___ Marginal commitment to efforts that promote social and economic justice. Does not recognize the public issues found in collective private troubles.	___ Acceptable commitment to social change efforts and satisfactory skills in advancing clients' rights. Engages clients in these efforts.	___ Advocacy efforts include a wide range of interventions and focus on small and large systems as both targets and beneficiaries of change.
10. Communication	___ Lacks basic skills and effective written communication and/or is careless with work. Unable or unwilling to respond to agency and/or university expectations.	___ Marginal ability to produce communication that is required. Frequent errors and unwillingness to seek help to improve skills.	___ The work is carefully completed, neat and conforms to agency to university requirements. Limited number of errors. Solid ability to communicate information.	___ Superior skills in communication. Work has remarkable clarity and always conforms to agency and/or university requirements.
11. Professional Demeanor	___ Displays consistent patterns of poor judgment in behavior. Does not adapt mannerisms or dress to different situations. Consistently unreliable. Does not accept responsibility for own actions.	___ Sometimes adapts behavior, appearance, and mannerisms to given situations. Occasionally unreliable and lacking in responsibility.	___ Usually adapts to situations appropriately with only occasional guidance or a reminder. Considered reliable and accountable	___ Always adaptive through won initiative, without guidance. Considered responsible, self-directed and always reliable. Behavior and dress is always appropriate to the situation.

This matrix was adapted from three sources: DePaul University MSW Program, MacMurray College BSW Program, and the West Virginia University Division of Social Work BSW Program Evaluation of Student Performance in Field, Patty Gibbs and Eleanor H. Blakely (eds), *Gatekeeping in BSW Programs* pp. 414 - 418. New York: Columbia University Press.

APPENDIX I: DISCLOSURE STATEMENT

As part of the final approval process of a placement, the University conducts reference and background checking. The University also requires you to disclose, in writing, all relevant facts and information needed for a full and fair understanding of any of the following:

- Professional misconduct or sanctions (e.g., disbarment by a federal agency; any form of professional discipline or license restrictions or surrender; an admission or determination that you have committed research misconduct)
- Any harassment or discrimination you were found to have committed by any court, adjudicative body, or administrative body, including but not limited to any findings of harassment or discrimination made by present or former employers
- Any felony, gross misdemeanor, or misdemeanor for which you were convicted or pleaded no contest (this includes traffic violations and underage consumptions)

Engagement in any such conduct may not, in and of itself, disqualify you from a placement at the University; however, failure to disclose such information, or any misrepresentation made in connection with the disclosure, would be grounds to revoke an offer of appointment or terminate subsequent employment. Information is kept strictly confidential and is available only on a need-to-know basis. **This information will not be shared with the Academic Department.**

- I have nothing to disclose
- I have the following information to disclose (please provide explanation as appropriate and attach additional sheets if necessary):

APPENDIX J: CSWE EDUCATIONAL POLICY AND ACCREDITATION STANDARDS



[CSWE EDUCATIONAL POLICY AND ACCREDITATION STANDARDS](#)