

MORGAN STATE UNIVERSITY SCHOOL OF SOCIAL WORK

Urban Strong

SOCIAL WORK PRACTICUM PROGRAM MANUAL 2025-2028



TABLE OF CONTENTS

Click the links to go to the section in the manual

| <u>SE</u> | CTI | ON I – BACKGROUND INFORMATION AND HISTORICAL OVERVIEW | 5 | | |
|-----------|---|--|-------|--|--|
| 1. | <u>Intr</u> | <u>oduction</u> | 5 | | |
| 2. | His | torical Overview, Mission, Vision and Core Values of the University | 6 | | |
| 3. | History, Mission, Vision and Core Values of the School of Social Work | | | | |
| 4. | An Overview of the Social Work Practicum Program (Field Education) | | | | |
| 5. | Bachelor of Social Work (BSW) Department | | | | |
| | | BSW Learning Objectives and Examples of Tasks | 10-12 | | |
| 6. | Mas | ster of Social Work Department (Online and Campus-Based) | 13 | | |
| | A. | Campus-Based MSW Students | 14 | | |
| | | 1st Year MSW Students Learning Objectives and Examples of Tasks | 14-15 | | |
| | | 2 nd Year MSW Students Learning Objectives and Examples of Tasks | 16-19 | | |
| | B. | Online MSW Students | 19 | | |
| | | 1st Year OMSW Students Learning Objectives and Examples of Tasks | 19-21 | | |
| | | 2 nd Year OMSW Students Learning Objectives and Examples of Tasks | 21-24 | | |
| 7. | Cou | uncil on Social Work Education and School of Social Work Competencies | 24-29 | | |
| SE | CTI | ON II – PROGRAM POLICIES AND PROCEDURES | 30 | | |
| 1. 9 | <u>Ove</u> | rview of the Social Work Practicum Program | 30-31 | | |
| | A. | Hours Required by Each Degree Program | 31 | | |
| | B. | Placement Time Frame | 32 | | |
| 2. / | <u>Adm</u> | issions Criteria to the Social Work Practicum Program | 32 | | |
| 3. | The | Practicum/Internship Placement Process | 32 | | |
| | A. | Overview of the Practicum/Internship Placement Process | 32 | | |
| | (1) | Student Completes the Student Information Sheet | 33 | | |
| | (2) | Mandatory Student Information Sessions | 33 | | |
| | (3) | Site Placement Process Pre-Application Task #1 - Internship Application | 34 | | |
| | (4) | Site Placement Process Pre-Application Task #2 - Internship Resume | 34 | | |
| | (5) | Site Placement Process Pre-Application Task #3 – Schedule Interview | 35 | | |



| (6) | Site Placement Process Pre-Application Task #4 – Update ELC | 35 | | | |
|--|---|-------|--|--|--|
| (7) | Site Placement Process – Create an Agency Preference List | 35 | | | |
| (8) | Student Interviews with Placement Coordinator | 36 | | | |
| (9) | Student Interviews with Agencies | 36 | | | |
| (10 |)) Student Updates ELC Tracking Sheet | 37 | | | |
| (11 |) Confirmation of Placement | 37 | | | |
| 4. <u>Inte</u> | rnship Options | 38 | | | |
| | BSW, O/MSW Generalist and O/MSW Advanced Agency Placements | 38 | | | |
| | Suggesting Internship Agencies | 39 | | | |
| | Changes in Placements | 39 | | | |
| | Repeating Placements | 39 | | | |
| | Return to Agency Policy | 39 | | | |
| | Employment Based Placements | 40 | | | |
| | Spring Semester Practicum Placements | 40 | | | |
| 5. <u>Beg</u> | inning the Internship | 40 | | | |
| A. | <u>Timesheets</u> | 40-41 | | | |
| В. | Student Participation in Agency Orientations and Trainings | 41 | | | |
| C. | University Student Professional Growth and Development Events | 41 | | | |
| D. | Students Missing Time from Practicum | 41 | | | |
| E. | Winter Recess | 41 | | | |
| 6. Roles, Responsibilities and Requirements for Practicum Placements | | | | | |
| A. | Criteria for Selection of the Practicum Agency | 42 | | | |
| B. | Legal Agreement Between the Agency and the School of Social Work | 42 | | | |
| 7. <u>Role</u> | es, Responsibilities and Requirements for Site Supervisors and Task Supervisors | 43 | | | |
| A. | Site Supervisor Selection Criteria | 43-44 | | | |
| B. | Task Supervisors | 44 | | | |
| C. | Responsibilities of Site Supervisors | 44-46 | | | |
| D. | Responsibilities of the University to the Agency/Site Supervisor | 47 | | | |
| 8. Role | 3. Role of the Practicum Liaison 4 | | | | |



| 9. Role of the Practicum Advisory Committee | 48 | | |
|--|-------|--|--|
| 10. Role of the Student in the Practicum Setting | 48-49 | | |
| A. Student Requirements | 48 | | |
| B. Attendance at Internship | 49 | | |
| C. Student Expectations | 49-52 | | |
| 11. Evaluating the Student's Performance | 52 | | |
| A. Evaluations | 52 | | |
| B. Grading | 52 | | |
| C. Mid-Semester and/or End of Semester Evaluation Disagreements | 53 | | |
| 12. Employment Offered by Practicum Agency | 53 | | |
| 13. Volunteer Hours | 53 | | |
| 14. <u>Safety Risks</u> 55 | | | |
| 15. Internal Appeals Process Regarding Termination of Student from Practicum | 54 | | |
| Placement and/or Program | | | |
| 16. <u>Students Withdrawing from Practicum</u> | 55 | | |
| 17. Policy for Modifications/Accommodations of Students with Disabilities | 55 | | |
| 18. MSU Policy Prohibiting Sexual Harassment and Procedures for Complaints | 56-57 | | |
| 19. Non-Discrimination Policy | 57 | | |
| SECTION III. ASSIGNMENTS | 58 | | |
| 1. Practicum Passport | 58 | | |
| 2. <u>Learning Agreement</u> | 58 | | |
| 3. Process Recordings | 58-59 | | |
| SECTION IV. APPENDICES | 59 | | |
| Appendix A: NASW and NABSW Codes of Ethics | 59 | | |
| Appendix B: Social Work Practicum Program Forms | 59 | | |
| Appendix C: Glossary of Terms | 60-62 | | |

Revisions and updates as needed*



SECTION I. BACKGROUND INFORMATION AND HISTORICAL OVERVIEW

I.1. Introduction

I am no longer accepting the things I cannot change. I am changing the things I cannot accept.

— Angela Davis, U.S. Political Activist and Author

The Social Work Practicum Program Manual (formerly Field Education Program Manual) provides instructional information to the University Faculty/Staff, Practicum Liaisons, Agency Partners, Site Supervisors, Task Supervisors, and Students. Together we are committed to the preparation of our undergraduate and graduate Students to become leaders in effective and dynamic Urban Social Work practice. The Council of Social Work Education (CSWE) is the School of Social Work's accreditation body. CSWE provides the standards, guidelines, and nine core competencies used to assess a student's ability to apply Social Work knowledge, values and skills to practice. The School of Social Work adopted two additional competencies that are distinctive of our goal to highlight the historical and contemporary contributions to social welfare by African Americans.

Agencies, Site Supervisors, Task Supervisors, and Practicum Liaisons play an invaluable role in the success and achievement of the Social Work Practicum Program. They share in our mission to provide internships where students learn how to apply classroom knowledge within the structure of an agency setting. Students demonstrate skills in Social Work practice, critical thinking, analysis, communication methods, resourcefulness, professionalism, creativity, organization, program planning, policy, research, ethical decision making, leadership abilities, and usage of technology through their respective programmatic levels.

Agency partnerships are developed on an ongoing basis to both enhance and advance internship experiences. Many students are offered employment opportunities due to exceptional and outstanding performance in the agency setting. This is evidence of their investment in the future of Social Work practitioners, leaders, and researchers.

Consider this manual, a written resource describing and directing its readers to understand the program requirements successful students must actively engage. This experience is necessary as each internship is designed to grow and develop the student, and many times discover unique abilities and skills the student possesses.

We are grateful for the consistent support of our Founding Dean, Dr. Anna McPhatter. Her dynamic leadership motivates and empowers all Faculty and Staff to demonstrate diligence, exhibit competence and dedication to educate our students. The motto of the School of Social Work, "Urban Strong", reflects a commitment to maintain high standards of performance and professionalism in serving the populations who reside in urban communities.

The Social Work Practicum Program Staff are a viable and vibrant team operating to meet the daily operational demands of the program. We strongly encourage you to utilize the Social Work Practicum Program Staff as a resource throughout the internship experience. We are here to support, no matter the circumstances. It is our goal to meet the needs of our students and community.

Prof. Thelma Rich, Director, MSW, LCSW



I.1. Historical Overview, Vision, Mission, and Core Values of the University

I.1.A. Historical Overview of Morgan State University

Morgan State University, founded in 1867, is a Historically Black and Carnegie-Classified High Research (R2) Institution that provides instruction to a multiethnic, multiracial, multinational student body of traditional college age, part-time and adult learners. The University offers over 140 Academic Programs leading to degrees from the baccalaureate to the doctorate. Designated as Maryland's Preeminent Public Urban Research University, Morgan fulfills its mission to address the needs and challenges of the modern urban environment through intense community-level study and pioneering solutions. Morgan's expansive campus encompasses more than 185 acres. The University extends beyond its sprawling campus proper which features state-of-the-art facilities geared toward innovative teaching and learning in the 21st century. Morgan is the only university to have its entire campus, designated as a National Treasure by the National Trust for Historic Preservation. The University's curricula are designed to meet the educational needs of residents and professionals in metropolitan areas. A major focus of the curriculum is on the social, economic, and political characteristics of the city so that the capacity to understand urban life and phenomena are a central part of the education of the students. The comprehensiveness of Morgan's programs reflects the commitment of the university to have a major impact upon the problem of the under-representation of blacks and other minorities in the professional labor force within the city, state, and nation. Because of the urban emphasis, a substantial amount of research focuses on urban life and phenomena with a bent toward education, service, and public policy development. The research is oftentimes oriented toward specific urban problems and issues, such as human resources development, economic development and competitiveness, health care, environment, aging, and substance use. Morgan has graduated more than 55,000degree candidates since its establishment more than 150 years ago, producing a passionately devoted corps of alumni who have found success in all areas of endeavor, in the U.S. and beyond. Among the nation's most diverse Historically Black Colleges and Universities, and the largest in Maryland, Morgan seeks to ensure that the doors of higher education are opened as wide as possible to as many as possible. Morgan State University's vision and mission statements as well as its core institutional values are intended to direct Morgan's strategic growth over the next decade.

I.1.B. Vision Statement of Morgan State University

Morgan State University is the premier public urban research university in Maryland, known for its excellence in teaching, intensive research, effective public service and community engagement. Morgan prepares diverse and competitive graduates for success in a global, interdependent society.

I.1.C. Mission Statement of Morgan State University

Morgan State University serves the community, region, state, nation, and the world as an intellectual and creative resource by supporting, empowering and preparing high-quality, diverse graduates to grow the future and lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross-section of the population in a comprehensive range of disciplines at the baccalaureate, masters, doctoral, and professional degree levels.



Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities.

I.1.D. Core Values (L.I.I.D.E.R.) of Morgan State University

The following institutional core values guide the promotion of student learning and success, faculty scholarship and research, and community engagement at Morgan:

- **Leadership**. Morgan seeks to provide rigorous academic curricula and challenging cocurricular opportunities to promote the development of leadership qualities in students and to facilitate leadership development among faculty, staff, and students.
- **Innovation**. Morgan encourages and supports its faculty, staff, and students in all forms of scholarship including the discovery and application of knowledge in teaching and learning and in developing innovative products and processes.
- Integrity. At Morgan, honest communications, ethical behavior, and accountability for words and deeds are expected from all members of the University community.
- **Diversity.** A broad diversity of people and ideas are welcomed and supported at Morgan as essential to quality education in a global interdependent society. Students will have reasonable and affordable access to a comprehensive range of high-quality educational programs and services.
- **Excellence.** Excellence in teaching, research, scholarship, creative endeavors, student services, and in all aspects of the University's operations is continuously pursued at Morgan to ensure institutional effectiveness and efficiency.
- **Respect.** Each person at Morgan is to be treated with respect and dignity and is to be treated equitably in all situations.

More information can be found on the University website.

I.2. History, Mission, Vision and Core Values of the School of Social Work

I.2.A. History of the School of Social Work

The School of Social Work began in 1969 as the Undergraduate Social Welfare Program in the Department of Sociology, College of Liberal Arts. It was not until 1975 that the program received departmental status, and the name was changed to the Department of Social Work. The change in name and status reflects the recognition that the baccalaureate degree in Social Work is the first professional degree in the profession. The Department of Social Work received approval by



the Council on Social Work Education in 1971 and in 1975, becoming one of the first undergraduate programs in the country to receive accreditation by this body and has continued to receive re-accreditation since that time. In 2005 the Department reached new growth and expanded to add both a Master's and a Ph.D. program. In 2009, the Department of Social Work became the School of Social Work. The School of Social Work took another giant leap in 2023 with 22 candidates enrolled in the inaugural class of the Doctor of Social Work Program. Since the first class earning a B.A. degree graduated in 1971, students completing the undergraduate degree in Social Work have gone on to distinguished careers in Social Work and other related disciplines. Agencies located in the Baltimore-Metropolitan area employ numerous Morgan Social Work graduates. These agencies include but are not limited to: the school system, hospitals, psychiatric programs, mental health agencies, correctional and public safety facilities, child welfare agencies, and agencies that provide services to the elderly. In addition, approximately forty-five percent of the students receiving the Bachelor's degree in Social Work from Morgan go on to graduate studies in Social Work within two years of receiving their BSW. In July 2024, the School of Social Work proudly moved into their new home in the state-of-the-art Health and Human Services Center, located on campus at 4101 Hillen Road, Baltimore, MD 21218 (the corner of Hillen Road and Argonne Drive). The Grand Opening of the building was held on October 3, 2024.

I.2.B. Mission Statement of the School of Social Work

To fully prepare urban Social Work leaders who are committed to the alleviation of human suffering, social justice, and the improvement of the quality of life for urban populations.

I.2.C. <u>Vision Statement of the School of Social Work</u>

The School of Social Work at Morgan State University endeavors to become a significant educational and professional labor force resource in the City of Baltimore, Maryland and other urban areas in the state of Maryland and nationally in addressing the human needs of urban individuals, families, organizations, and communities through the preparation of competent urban Social Workers, Social Work educators, policy advocates, and Social Work researchers.

I.2.D. Core Values of the School of Social Work

- 1. We believe in social justice and work to correct the social structures that create and perpetuate oppression.
- 2. We embrace advocacy, activism, and innovation through community collaboration to strengthen urban communities.
- 3. We value integrity, respect, and ethical behavior with all members of our internal and external community.
- 4. We work to create an environment of safety, support, balance, and wholeness through teamwork and consensus building.

More information can be found on the School of Social Work website.



I.3. An Overview of the Social Work Practicum Program (Field Education)

Signature Pedagogy is the central form of instruction and learning in which a profession of various industries socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. **Practicum or internship** are terms widely used across various professions to refer a learning opportunity for students to gain supervised practical experience applying the knowledge, skills and theoretical frameworks learned in the classroom to real world situations.

The Signature Pedagogy of the Social Work profession is the Practicum experience. It is a basic precept of Social Work education that the two interrelated components of classroom and practice are of equal importance within the curriculum. Each contributes to the development and attainment of the required competencies for professional practice. The Social Work Practicum experience is systemically designed, supervised, coordinated and evaluated based on criteria by which students demonstrate the achievement of program competencies. The Council on Social Work Education (CSWE) is the accrediting body of the School of Social Work. CSWE creates the competencies by which students are evaluated. CSWE requires students pursuing a BSW and O/MSW degree to complete the Social Work Practicum Program. BSW and MSW students enrolled in the Practicum course will learn the vital role of professional Social Workers from professional Social Workers by engaging in the daily operations of agencies in the delivery of services to identified populations.

I.3.A. The Social Work Practicum Program Manual

The Social Work Practicum Program Manual serves as a guide to the Internship experience for Students, Faculty, Site Supervisors, Program Administrators, and Community Partners. The manual outlines the policies, procedures and guidelines in accordance with CSWE. The manual aims to instruct and direct those involved in the Social Work Practicum Program to ensure their successful adherence and completion of the required tasks, assignments, duties and responsibilities. The manual is reviewed periodically to reflect program modifications and revisions.

I.3.B. Objectives of the Social Work Practicum Program

The Social Work Practicum Program is designed for students to be able:

- 1. To gain first-hand knowledge of social welfare and Agency policies, programs, procedures, and services and the manner in which they impact upon client systems in an urban setting
- 2. To integrate Social Work theory with Social Work practice and to apply theoretical knowledge to urban practice situations
- To impact upon a variety of client systems in a way that creates a delicate balance between the values and ethics of the Social Work profession and the various client systems
- 4. To carry out basic generalist practice skills as they relate to the profession and practice of Social Work in urban settings



I.4. Bachelor of Social Work (BSW) Department

The Bachelor of Social Work Department is committed to the alleviation of human suffering and the improvement of the quality of life for the diverse populations residing in urban communities. African Americans make up a substantial percentage of this population and are overrepresented among urban residents facing unrelenting social and economic problems. Therefore, the program has a major focus on preparing its graduates to systematically and strategically address issues such as poverty, socioeconomic inequities, educational disparities, health disparities, interpersonal violence, community violence, substance use, mental health challenges, homelessness, social injustice, discrimination, and disenfranchisement.

Consistent with the urban mission of the University, the mission of the BSW Department is to prepare beginning generalist practitioners to practice competently and effectively with urban families, groups, organizations, and communities.

BSW Students (Generalist) are pursuing a Bachelor of Social Work Degree. Courses in the BSW Department are held on the University Campus. BSW Students follow the Generalist curriculum, where they learn the foundational Social Work principles. BSW Students take classes for 16 weeks each semester.

I.4.A. BSW Department Goals

- 1. To prepare beginning generalist practitioners committed to working competently and effectively with urban families, groups, organizations, and communities;
- 2. To socialize students to the values and ethics of the profession of Social Work;
- 3. To address challenges, issues and problems of the urban environment toward the alleviation of human suffering and enhancing the quality of life of oppressed, at-risk, and vulnerable urban populations;
- 4. To develop an appreciation for the historical and contemporary contributions of African Americans to the field of social welfare as a context for Social Work practice;
- 5. To prepare students with the knowledge, skills, and commitment to address oppression and social injustice in all forms;
- 6. To promote the fullest understanding of the reality and complexity of human diversity as a basis for culturally competent Social Work practice.

I.4.B. BSW (Generalist) Internship Learning Objectives

The Generalist Year teaches students the fundamentals of Social Work practice. Students learn to integrate their classroom knowledge with hands-on experience within a well-structured, urban-based professional environment. Students gain first-hand knowledge of social service systems in urban settings. At the conclusion of the Academic Year, students should be able to engage in Social Work practice in varied urban settings.



The generalist year is designed to enable students:

- 1. To be knowledgeable of and learn how to apply the Social Work Codes of Ethics (<u>NASW</u> and <u>NABSW</u>) and <u>CSWE</u> competencies.
- 2. To understand the significant contributions of past and present African American pioneers who enriched the field of urban Social Work practice.
- 3. To apply the knowledge of generalist Social Work practice with micro, mezzo, and macro systems within an urban setting.
- 4. To identify the needs of clients by understanding the various social ills and how they impact urban communities.
- 5. To identify problems and learn problem solving skills to determine solutions to meet the needs of clients.
- 6. To apply effective communication skills on all levels by demonstrating proficiency in verbal and written communication, and the use of technology in a manner that reflects professional Social Work skills and knowledge of the urban environment.
- 7. To identify organizational culture and climate by attending staff and agency meetings.
- 8. To develop networking skills to function within organizational structures and in the community demonstrating the ability to appropriately and effectively collaborate.
- 9. To understand the purpose of and how to complete biopsychosocial assessments.
- 10. To demonstrate and understand the importance of case management skills.
- 11. To develop an understanding of how to evaluate work with clients by completing Process Recordings and participating in individual and group supervision.
- 12. To identify, apply, and integrate theoretical frameworks in work with clients.
- 13. To assume initiative to work on special projects as assigned.
- 14. To demonstrate an awareness of self in the professional context, acknowledging biases, beliefs, or feelings, that may not be known to ensure non-discriminatory and nonprejudicial practices.
- 15. To recognize and respect the cultural differences existing in urban communities that impact individuality, self-determination, freedom of expression, and decision-making when working with client systems.

Learning Agreements must include the specific tasks the student will complete for the Academic Year. The Learning Agreement should be established during the beginning of the Fall Semester and should be reviewed at the beginning of the Spring Semester to make modifications as necessary.

Examples of Tasks for BSW (Generalist) Students include:

- 1. Complete consent forms
- 2. Interact with clients
- 3. Observe and document client's behavior
- 4. Triage clients



- Locate resources
- 6. Complete referrals
- 7. Complete demographic intakes
- 8. Use screening tools
- 9. Interview clients
- 10. Client check-Ins.
- 11. Phone screenings
- 12. Complete needs assessments
- 13. Audit client records
- 14. Conduct case management skills
- 15. Research agency funding sources
- 16. Identify client needs
- 17. Identify problem and introduce problem solving skills
- 18. Identify organization culture and climate
- 19. Complete biopsychosocial assessments
- 20. Attend staff and organizational meetings
- 21. Attend community meetings
- 22. Participate in multidisciplinary meetings
- 23. Participate in professional growth and development opportunities
- 24. Participate in direct supervision and group supervision
- 25. Conduct customer service satisfaction surveys
- 26. Research client trends (lateness, cancellations, geographic location, needs etc.)
- 27. Research local, state, and federal laws, regulations, statutes that impact clients

Generalist BSW Students are not to perform the following tasks:

- SHOULD NOT complete Diagnostic Evaluations
- SHOULD NOT conduct psychotherapy
- SHOULD NOT conduct any other psychotherapeutic intervention only permitted by licensed clinicians
- SHOULD NOT perform any billable services that are only permitted to be conducted by licensed clinicians.

When the agency is unable to meet this Practicum Program Requirement the following steps are to be taken:

The intern is to inform the Practicum Liaison of the request to perform these prohibited tasks The Practicum Liaison contacts the Site Supervisor to discuss this concern and to determine a workable solution. When this does not occur, the need to reconsider the placement to meet the intern's program goals must be considered and may result in an internship reassignment.

The BSW Manual contains additional information about each program.



1.5 Master of Social Work Department (O/MSW) (Online and Campus-Based)

The Campus-Based and Online Master of Social Work (O/MSW) Programs are committed to the alleviation of human suffering and the improvement of the quality of life for the diverse populations residing in urban communities. African Americans make up a substantial percentage of this population and are overrepresented among urban residents facing unrelenting social and economic problems. Therefore, the programs have a major focus on preparing its graduates to systematically and strategically address issues such as poverty, socioeconomic inequities, educational disparities, health disparities, interpersonal violence, community violence, substance use, mental health challenges, homelessness, social injustice, discrimination, and disenfranchisement.

Consistent with the urban mission of the University, the mission of the O/MSW Department is to prepare beginning Generalist and Advanced Social Work practitioners to practice competently and effectively with urban families, groups, organizations, and communities.

1st Year O/MSW Students (Generalist) are those who are pursuing a Master of Social Work degree (Campus-Based or Online). These students have applied to and been accepted into the School of Graduate Studies and O/MSW Program. These students may or may not have a BSW degree. They follow the Generalist curriculum similar to BSW students.

2nd Year O/MSW Students (Advanced) are students who have successfully completed their 1st Year O/MSW program requirements (Campus-Based or Online). They follow the Advanced curriculum where their course of study will focus on their Area of Specialized Practice.

Advanced Standing Students are also 2nd Year O/MSW (Advanced) students (Campus-Based or Online). However, they have a BSW degree from an accredited university and are newly admitted into the School of Graduate Studies and the O/MSW Program. The Advanced Standing program is one Academic Year (Fall and Spring semesters). They bypass the Generalist year because they have obtained a BSW degree.

O/MSW Department Goals:

- 1. To prepare autonomous practitioners committed to working competently and effectively with urban individuals, families, groups, organizations, and communities;
- 2. To socialize students to the values and ethics of the profession of Social Work;
- To address challenges, issues, and problems of the urban environment toward the alleviation of human suffering and enhancing the quality of life of oppressed, at-risk, and vulnerable urban populations;
- 4. To develop an appreciation for the historical and contemporary contributions of African Americans to the field of social welfare as a context for Social Work practice;
- 5. To prepare students with the knowledge, skills, and commitment to address oppression and social injustice in all forms;



6. To promote the fullest understanding of the reality and complexity of human diversity as a basis for culturally competent Social Work practice.

I.4.C. Campus-Based MSW Students (MSW)

Campus-Based MSW Students take courses on the University Campus. Classes are 16 weeks in length each semester. Campus-Based MSW Students have (three) program schedules to choose from: 2 Year, 2 Year + Summer or 3 Year (Part-time). See the Program Schedules for more information. Campus-Based MSW Students register for "SOWK" courses. 3 Year students take courses part-time and begin their internship after successfully completing 2 semesters. Agency placements for Campus-Based MSW Students are held in person.

I.4.C.(1) First Year MSW (Generalist) Internship Learning Objectives

The Generalist Year teaches students the fundamentals of Social Work practice. Students learn to integrate their classroom knowledge with hands-on experience within a well-structured, urban-based professional environment. Students gain first-hand knowledge of social service systems in urban settings. At the conclusion of the Academic Year, students should be able to engage in Social Work practice in varied urban settings. The Generalist Year is designed to enable students:

- To be knowledgeable of and learn how to apply the Social Work Codes of Ethics (<u>NASW</u> and <u>NABSW</u>) and <u>CSWE</u> competencies.
- 2. To understand the significant contributions of past and present African American pioneers who enriched the field of urban Social Work practice.
- 3. To apply the knowledge of generalist Social Work practice with micro, mezzo, and macro systems within an urban setting.
- 4. To identify the needs of clients by understanding the various social ills and how they impact urban communities.
- 5. To identify problems and learn problem solving skills to determine solutions to meet the needs of clients.
- 6. To apply effective communication skills on all levels by demonstrating proficiency in verbal and written communication, and the use of technology in a manner that reflects professional Social Work skills and knowledge of the urban environment.
- 7. To identify organizational culture and climate by attending staff and agency meetings.
- 8. To develop networking skills to function within organizational structures and in the community demonstrating the ability to appropriately and effectively collaborate.
- 9. To understand the purpose of and how to complete biopsychosocial assessments.
- 10. To demonstrate and understand the importance of case management skills.
- 11. To develop an understanding of how to evaluate work with clients by completing Process Recordings and participating in individual and group supervision.
- 12. To identify, apply, and integrate theoretical frameworks in work with clients.



- 13. To assume initiative to work on special projects as assigned.
- 14. To demonstrate an awareness of self in the professional context, acknowledging biases, beliefs, or feelings, that may not be known to ensure non-discriminatory and nonprejudicial practices.
- 15. To recognize and respect the cultural differences existing in urban communities that impact individuality, self-determination, freedom of expression, and decision-making when working with client systems.

Learning Agreements must include the specific tasks the student will complete for the Academic Year. The Learning Agreement should be established during the beginning of the Fall Semester and should be reviewed at the beginning of the Spring Semester to make modifications as necessary.

Examples of tasks for First Year MSW (Generalist) Students include:

- 1. Complete consent forms
- 2. Interact with clients
- 3. Observe and document client's behavior
- 4. Triage clients
- Locate resources
- 6. Complete referrals
- 7. Complete demographic intakes
- 8. Use screening tools
- 9. Interview clients
- 10. Client check-Ins
- 11. Phone screenings
- 12. Complete needs assessments
- 13. Audit client records
- 14. Conduct case management skills
- 15. Research agency funding sources
- 16. Identify client needs
- 17. Identify problem and introduce problem solving skills
- 18. Identify organization culture and climate
- 19. Complete biopsychosocial assessments
- 20. Attend staff and organizational meetings
- 21. Attend community meetings
- 22. Participate in multidisciplinary meetings
- 23. Participate in professional growth and development opportunities



- 24. Participate in direct supervision and group supervision
- 25. Conduct customer service satisfaction surveys
- 26. Research client trends (lateness, cancellations, geographic location, needs etc.)
- 27. Research local, state, and federal laws, regulations, statutes that impact clients

First Year MSW (Generalist) Students:

- SHOULD NOT complete Diagnostic Evaluations
- SHOULD NOT conduct psychotherapy
- SHOULD NOT conduct any other psychotherapeutic intervention only permitted by licensed clinicians
- SHOULD NOT perform any billable services that are only permitted to be conducted by licensed clinicians.

When the agency is unable to meet this Practicum Program Requirement the following steps are to be taken:

The intern is to inform the Practicum Liaison of the request to perform these prohibited tasks The Practicum Liaison contacts the Site Supervisor to discuss this concern and to determine a workable solution. When this does not occur, the need to reconsider the placement to meet the intern's program goals must be considered and may result in an internship reassignment.

I.4.C.(2) Campus-Based Second Year/Advanced Standing Practicum Learning Objectives:

The advanced year requires students to apply an advanced level of skill by integrating the generalist practice skills within their Area of Specialized Practice.

Campus-Based Students select one of the four Areas of Specialized Practice to exhibit mastery:

1. Urban Children, Youth and Families:

Focuses on understanding the unique challenges and strengths that individuals and communities in urban settings face. Social Work professionals are trained to address issues such as poverty, violence, limited access to resources, and social inequalities that disproportionately impact urban populations. They work to promote the well-being and resilience of urban children, youth, and families by providing support and intervention services, advocating for policy changes, and working towards community development and empowerment. The Practicum also emphasizes culturally responsive practice, recognizing the diversity and intersectionality within urban communities and the importance of addressing systemic barriers to achieve social justice.

2nd Year students must be placed in a setting where they will have at least one schoolage child on their caseload.

2. Gerontology:

Focuses on a multidisciplinary study of aging and its impact on individuals, families, and society. By combining insights from Sociology, Psychology, Biology, and Social Work, this program equips students with a comprehensive understanding of the unique needs and challenges faced by older adults. Through coursework and hands-on experiences, students



develop the knowledge and skills necessary to support and advocate for the well-being and quality of life of older individuals in diverse and changing social contexts.

2nd Year students must be placed in a setting where they will have at least one client who is a senior.

3. Public Health:

Focuses on addressing the health and well-being of communities and populations. Drawing on Social Work principles and methods, this program emphasizes the promotion of health equity and the prevention of disease and injury. Students in this program learn to assess community needs, develop and implement interventions, and evaluate the effectiveness of public health programs. Through interdisciplinary collaboration and a focus on social justice, students are equipped to address the complex social, economic, and environmental factors that impact population health and to create positive change in communities.

4. Addictions:

Focuses on understanding the complex nature of substance use and other addictive behaviors. Students learn about the physiological, psychological, and social factors that contribute to the development and maintenance of addiction. They are trained in evidence-based interventions, prevention strategies, and harm reduction approaches to address addiction at individual, family, and community levels. The curriculum also emphasizes the importance of addressing addiction within a social justice framework, recognizing the impact of systemic factors such as poverty, discrimination, and trauma on addiction and recovery.

2nd Year Students must be placed in a setting where they will work with at least one person who has an addiction.

Each Area of Specialized Practice prepares students to complete the program with a high level of expertise for intervention, advocacy, and policy making. Students are assigned to an agency in an urban setting that aligns with their selected Area of Specialized Practice with the expectation students will be able:

- 1. To demonstrate a higher level of understanding and application of Social Work values, NASW and NABSW codes of ethics and CSWE competencies in effective decision making
- To demonstrate an ability to advocate for clients to promote equity and access to resources in an urban setting through engagement within the assigned community on macro and micro levels
- 3. To demonstrate an understanding of the complexities of urban communities as they relate to Social Work practice by utilizing community assessments
- 4. To promote and advocate for improved quality of services through the utilization of research data with reduced levels of supervision to practice and evaluate program policies and service delivery systems
- 5. To demonstrate on a higher level the ability to communicate proficiently through verbal, written and technological methods in a manner that reflects advanced professional practice through Process Recordings, pertinent documentation, and professional presentations



- 6. To demonstrate with specificity and detail the ability to integrate theoretical frameworks that guide assessments, intervention and evaluation of practice in work with clients
- 7. To demonstrate the ability to work autonomously within an urban organizational setting
- 8. To complete biopsychosocial assessments and identify probable diagnosis with appropriate supervision
- 9. To conduct assessments as demonstrated by the identification of problems/ needs, and strengths, and determine and apply evidence-based theoretical frameworks and implement interventions, plans, goals, and evaluations appropriate to Social Work practice in an urban setting
- 10. To demonstrate abilities which effectively utilize supervision, professional meetings, and other resources to build on practice skills and promote professional development by participating in individual conferences, staff meetings, training sessions, and other learning opportunities
- 11. To identify issues of poverty, socioeconomic disadvantage, interpersonal and community violence, substance abuse, mental health, social injustice, discrimination (individual and
- 12. institutional), and how this impact the client system, as demonstrated by the ability to problem
- 13. To demonstrate a higher level of knowledge of social problems and social forces that impact the urban population served by a field of practice, critically analyze and successfully implement preventive, and intervention strategies with increased levels of autonomy and proficiency utilizing conceptual frameworks
- 14. To demonstrate autonomy and independence and reflect leadership in practice by using Social Work knowledge, skills and values
- 15. To demonstrate a higher level of understanding of cultural diversity and be able to conduct culturally competent practice interventions at the micro, mezzo, and macro levels through client intra-agency and interagency interactions
- 16. To research and develop interventions, techniques and additional skills to help clients reach their goals
- 17. To demonstrate the ability to lead groups for specific area of interest as needed

Learning Agreements must include the specific tasks the student will complete for the Academic Year. The Learning Agreement should be established during the beginning of the Fall Semester.

Examples of tasks for 2nd Year MSW Students include:

- 1. Provide psychotherapeutic interventions <u>under the supervision of a licensed Social Worker</u>
- 2. Complete diagnostic evaluations under the supervision of a licensed Social Worker
- 3. Identify probable diagnosis <u>under the supervision of a licensed Social Worker</u>
 A probable diagnosis is a tentative/preliminary identification of a client's condition based upon the intern's assessment and not confirmed by a medical/health professional. A formal diagnosis is a definitive clinical label assigned by a licensed professional based upon comprehensive biopsychosocial assessment



- 4. Research and develop interventions, techniques and additional skills to help clients reach their goals
- 5. Lead groups for specific area of interest as needed <u>under the supervision of a licensed Social Worker</u>
- 6. Develop treatment plans <u>under the supervision of a licensed Social Worker</u>
- 7. Manage small tasks or client cases independently, as appropriate
- 8. Plan and implement psychoeducation or therapeutic groups, activities, or workshops under the supervision of a licensed Social Worker
- 9. Complete clinical case summaries and treatment updates <u>under the supervision of a licensed Social Worker</u>
- 10. Contribute to discharge or transition planning for clients <u>under the supervision of a licensed Social Worker</u>
- 11. Attend and contribute to case consultations and multidisciplinary planning
- 12. Participate in crisis intervention with support
- 13. Program evaluations and data collection to identify trends
- 14. Identify and apply appropriate therapeutic intervention skills (CBT, DBT, etc.) <u>under the supervision of a licensed Social Worker</u>
- 15. Contribute to internal research, grant applications or evaluation reports
- 16. Complete discharge summaries

I.4.D. Online Master of Social Work (OMSW) Students

OMSW Students can be First Year (Generalist), Second Year (Advanced), or Advanced Standing Students. **Online MSW Students** follow the same procedures, placement process, guidelines and have the same internship requirements as Campus-Based MSW Students. **Agency placements for OMSW Students are also held in person.** OMSW Students follow the OMSW Program of Study Schedule that outlines Session A and Session B courses that are 8 weeks in length. OMSW Students have one program schedule: 2 Year. <u>See the Program Schedules for more information</u>. OMSW students should register for "OMSW" courses.

I.4.D.(1) First Year OMSW (Generalist) Internship Objectives

The Generalist Year teaches students the fundamentals of Social Work practice. Students learn to integrate their classroom knowledge with hands-on experience within a well-structured, urban-based professional environment. Students gain first-hand knowledge of social service systems in urban settings. At the conclusion of the Academic Year, students should be able to engage in Social Work practice in varied urban settings. The Generalist Year is designed to enable students:

- 1. To be knowledgeable of and learn how to apply the Social Work Codes of Ethics (<u>NASW</u> and <u>NABSW</u>) and <u>CSWE</u> competencies.
- 2. To understand the significant contributions of past and present African American pioneers who enriched the field of urban Social Work practice.
- 3. To apply the knowledge of generalist Social Work practice with micro, mezzo, and macro systems within an urban setting.



- 4. To identify the needs of clients by understanding the various social ills and how they impact urban communities.
- 5. To identify problems and learn problem solving skills to determine solutions to meet the needs of clients.
- 6. To apply effective communication skills on all levels by demonstrating proficiency in verbal and written communication, and the use of technology in a manner that reflects professional Social Work skills and knowledge of the urban environment.
- 7. To identify organizational culture and climate by attending staff and agency meetings.
- 8. To develop networking skills to function within organizational structures and in the community demonstrating the ability to appropriately and effectively collaborate.
- 9. To understand the purpose of and how to complete biopsychosocial assessments.
- 10. To demonstrate and understand the importance of case management skills.
- 11. To develop an understanding of how to evaluate work with clients by completing Process Recordings and participating in individual and group supervision.
- 12. To identify, apply, and integrate theoretical frameworks in work with clients.
- 13. To assume initiative to work on special projects as assigned.
- 14. To demonstrate an awareness of self in the professional context, acknowledging biases, beliefs, or feelings, that may not be known to ensure non-discriminatory and nonprejudicial practices.
- 15. To recognize and respect the cultural differences existing in urban communities that impact individuality, self-determination, freedom of expression, and decision-making when working with client systems.

Learning Agreements must include the specific tasks the student will complete for the Academic Year. The Learning Agreement should be established during the beginning of the Fall Semester and should be reviewed at the beginning of the Spring Semester to make modifications as necessary.

Examples of tasks for First Year OMSW (Generalist) Students include:

- 1. Complete consent forms
- 2. Interact with clients
- 3. Observe and document client's behavior
- 4. Triage clients
- 5. Locate resources
- 6. Complete referrals
- 7. Complete demographic intakes
- 8. Use screening tools
- 9. Interview clients
- 10. Client check-Ins
- 11. Phone screenings
- 12. Complete needs assessments
- 13. Audit client records



- 14. Conduct case management skills
- 15. Research agency funding sources
- 16. Identify client needs
- 17. Identify problem and introduce problem solving skills
- 18. Identify organization culture and climate
- 19. Complete biopsychosocial assessments
- 20. Attend staff and organizational meetings
- 21. Attend community meetings
- 22. Participate in multidisciplinary meetings
- 23. Participate in professional growth and development opportunities
- 24. Participate in direct supervision and group supervision
- 25. Conduct customer service satisfaction surveys
- 26. Research client trends (lateness, cancellations, geographic location, needs etc.)
- 27. Research local, state, and federal laws, regulations, statutes that impact clients

First Year OMSW (Generalist) Students:

- SHOULD NOT complete Diagnostic Evaluations
- SHOULD NOT conduct psychotherapy
- SHOULD NOT conduct any other psychotherapeutic intervention only permitted by licensed clinicians
- SHOULD NOT perform any billable services that are only permitted to be conducted by licensed clinicians.

When the agency is unable to meet this Practicum Program Requirement the following steps are to be taken:

The intern is to inform the Practicum Liaison of the request to perform these prohibited tasks The Practicum Liaison contacts the Site Supervisor to discuss this concern and to determine a workable solution. When this does not occur, the need to reconsider the placement to meet the intern's program goals must be considered and may result in an internship reassignment.

I.4.D.(2) Online Second Year OMSW (Generalist) Internship Objectives

The Advanced Year requires students to apply an advanced level of skill by integrating the generalist practice skills within their Area of Specialized Practice. Second Year OMSW Students' tasks at their placement agency should align with the curriculum for the level of the student. OMSW students are offered two of the four Areas of Specialized Practice (ASP). They are:

1. Urban Children, Youth and Families (UCYF)

Focuses on understanding the unique challenges and strengths that individuals and communities in urban settings face. Social work professionals are trained to address issues such as poverty, violence, limited access to resources, and social inequalities that disproportionately impact urban populations. They work to promote the well-being and resilience of urban children, youth, and families by providing support and intervention



services, advocating for policy changes, and working towards community development and empowerment. The Practicum also emphasizes culturally responsive practice, recognizing the diversity and intersectionality within urban communities and the importance of addressing systemic barriers to achieve social justice.

2nd Year students must be placed in a setting where they will have at least one school-age child on their caseload.

2. Addictions

Focuses on understanding the complex nature of substance use and other addictive behaviors. Students learn about the physiological, psychological, and social factors that contribute to the development and maintenance of addiction. They are trained in evidence-based interventions, prevention strategies, and harm reduction approaches to address addiction at individual, family, and community levels. The curriculum also emphasizes the importance of addressing addiction within a social justice framework, recognizing the impact systemic factors such as poverty, discrimination, and trauma on addiction and recovery.

2nd Year Students must be placed in a setting where they will work with at least one person who has an addiction.

Each Area of Specialized Practice prepares students to complete the program with a high level of expertise for intervention, advocacy, and policy making. Students are assigned to an agency in an urban setting that aligns with their selected Area of Specialized Practice with the expectation students will be able:

- To demonstrate a higher level of understanding and application of Social Work values, NASW and NABSW codes of ethics and CSWE competencies in effective decision making
- To demonstrate an ability to advocate for clients to promote equity and access to resources in an urban setting through engagement within the assigned community on macro and micro levels
- 3. To demonstrate an understanding of the complexities of urban communities as they relate to Social Work practice by utilizing community assessments
- 4. To promote and advocate for improved quality of services through the utilization of research data with reduced levels of supervision to practice and evaluate program policies and service delivery systems
- 5. To demonstrate on a higher level the ability to communicate proficiently through verbal, written and technological methods in a manner that reflects advanced professional practice through Process Recordings, pertinent documentation, and professional presentations
- 6. To demonstrate with specificity and detail the ability to integrate theoretical frameworks that guide assessments, intervention and evaluation of practice in work with clients
- 7. To demonstrate the ability to work autonomously within an urban organizational setting
- 8. To complete biopsychosocial assessments and identify probable diagnosis with appropriate supervision



- To conduct assessments as demonstrated by the identification of problems/ needs, and strengths, and determine and apply evidence-based theoretical frameworks and implement interventions, plans, goals, and evaluations appropriate to Social Work practice in an urban setting
- 10. To demonstrate abilities which effectively utilize supervision, professional meetings, and other resources to build on practice skills and promote professional development by participating in individual conferences, staff meetings, training sessions, and other learning opportunities
- 11. To identify issues of poverty, socioeconomic disadvantage, interpersonal and community violence, substance abuse, mental health, social injustice, discrimination (individual and institutional), and how this impact the client system, as demonstrated by the ability to problem
- 12. To demonstrate a higher level of knowledge of social problems and social forces that impact the urban population served by a field of practice, critically analyze and successfully implement preventive, and intervention strategies with increased levels of autonomy and proficiency utilizing conceptual frameworks
- 13. To demonstrate autonomy and independence and reflect leadership in practice by using Social Work knowledge, skills and values
- 14. To demonstrate a higher level of understanding of cultural diversity and be able to conduct culturally competent practice interventions at the micro, mezzo, and macro levels through client intra-agency and interagency interactions
- 15. To research and develop interventions, techniques and additional skills to help clients reach their goals
- 16. To demonstrate the ability to lead groups for specific area of interest as needed

Learning Agreements must include the specific tasks the student will complete for the Academic Year. The learning agreement should be established during the beginning of the Fall Semester.

Examples of tasks for 2nd Year OMSW Students include:

- 1. Provide psychotherapeutic interventions <u>under the supervision of a licensed Social Worker</u>
- 2. Complete diagnostic evaluations under the supervision of a licensed Social Worker
- 3. Identify probable diagnosis under the supervision of a licensed Social Worker
- 4. Research and develop interventions, techniques and additional skills to help clients reach their goals
- 5. Lead groups for specific area of interest as needed <u>under the supervision of a licensed Social Worker</u>
- 6. Develop treatment plans under the supervision of a licensed Social Worker
- 7. Manage small tasks or client cases independently, as appropriate
- 8. Plan and implement psychoeducation or therapeutic groups, activities, or workshops under the supervision of a licensed Social Worker



- 9. Complete clinical case summaries and treatment updates <u>under the supervision of a</u> licensed Social Worker
- 10. Contribute to discharge or transition planning for clients <u>under the supervision of a licensed Social Worker</u>
- 11. Attend and contribute to case consultations and multidisciplinary planning
- 12. Participate in crisis intervention with support
- 13. Program evaluations and data collection to identify trends
- 14. Identify and apply appropriate therapeutic intervention skills (CBT, DBT, etc.) <u>under the</u> supervision of a licensed Social Worker
- 15. Contribute to internal research, grant applications or evaluation reports
- 16. Complete discharge summaries

The MSW/OMSW Manual contains additional information about each program in the Department.

I.5. Council on Social Work Education and School of Social Work Competencies

The <u>Council on Social Work Education (CSWE)</u> is the accreditation body for the School of Social Work. CSWE uses a competency-based framework to identify and assess what Students demonstrate in practice. The <u>Educational Policy and Accreditation Standards 2022</u> (EPAS) require Morgan State University School of Social Work to develop professional Social Workers who demonstrate proficiency in the following competencies:

| Competency 1: | Demonstrate Ethical and Professional Behavior |
|---------------|--|
| Competency 2: | Advance Human Rights and Social, Racial, Economic, and Environmental Justice |
| Competency 3: | Engage Anti-Racism, Diversity, Equity and Inclusion in Practice |
| Competency 4: | Engage in Practice-Informed Research and Research-Informed Practice |
| Competency 5: | Engage in Policy Practice |
| Competency 6: | Engage with Individuals, Families, Groups, Organizations, and Communities |
| Competency 7: | Assess Individuals, Families, Groups, Organizations, and Communities |
| Competency 8: | Intervene with Individuals, Families, Groups, Organizations, and Communities |



| Competency 9: | Evaluate with Individuals, Families, Groups, Organizations, and Communities | | | |
|--|--|--|--|--|
| *Competency 10: | Apply knowledge of the historical and contemporary contributions of African Americans to the field of social welfare as the context for urban Social Work practice | | | |
| *Competency 11: | Apply knowledge of the dynamics and complexities of urban communities as the basis for urban Social Work practice | | | |
| *Competencies ten and eleven were added by the School of Social Work at Morgan State University. | | | | |

Below are detailed descriptions of each competency and the associated behaviors for Social Workers:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social Workers recognize and manage personal values and the distinction between personal and professional values. Social Workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social Workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social Workers use rightsbased, antiracist, and anti-oppressive lenses to understand and critique the profession's history. mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social Workers understand the role of other professionals when engaged in interprofessional practice. Social Workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social Workers understand digital technology and the ethical use of technology in social work practice.

Social Workers:

- 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;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication:
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.



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

Social Workers understand that every person regardless of position in society has fundamental human rights. Social Workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social Workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social Workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social Workers:

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

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

Social Workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social Workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social Workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social Workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social Workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social Workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social Workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- 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.



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

Social Workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social Workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social Workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social Workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social Workers know how to access, critique, and synthesize current literature to develop appropriate research questions and hypotheses. Social Workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social Workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social Workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social Workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social Workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- 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.

Competency 5: Engage in Policy Practice

Social Workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social Workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social Workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social Workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social Workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social Workers:

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

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

Social Workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social Workers value the importance of human relationships. Social Workers understand theories of human behavior and person-in-environment and critically



evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social Workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social Workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social Workers:

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

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

Social Workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social Workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social Workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social Workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social Workers:

- 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; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social Workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social Workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social Workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social Workers facilitate effective transitions and endings.



Social Workers:

- a. 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.

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

Social Workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social Workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social Workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social Workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social Workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social Workers:

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

*Competency 10: Apply knowledge of the historical and contemporary contributions of African Americans to the field of social welfare as the context for urban Social Work practice.

Social Workers:

- a. demonstrate knowledge of historical and contemporary African American scholars, practitioners, change agents, communities, and social institutions in the social welfare field.
- b. utilize African Americans' contributions to inform culturally appropriate Social Work research and practice.

*Competency 11: Apply knowledge of the dynamics and complexities of urban communities as the basis for urban Social Work research and practice

Social Workers:

- a. acquire knowledge of the dynamics, complexities, strengths, and challenges of urban communities as the foundation for urban Social Work practice.
- b. applying culturally appropriate knowledge and approaches to research and practice with urban populations.

*Competencies ten and eleven were added by the School of Social Work at Morgan State University.

It is required imperative that Site Supervisors assign students tasks that align with the Competencies in order to be appropriately evaluated.



Students are evaluated using the following Rating Scale:

- **5: Demonstrates Exceptional Level of Competence** The student consistently demonstrates/engages in exceptional competent performance at the specialized level of Social Work practice. Activities are consistently managed in a competent manner, and the Student exhibits the highest levels of relevant knowledge, skills and abilities.
- **4: Demonstrates High Level of Competence** The Student consistently demonstrates/engages in high competent performance at the specialized level of Social Work practice. Activities are consistently managed in a competent manner, and the Student exhibits high levels of relevant knowledge, skills and abilities.
- **3: Demonstrates Competence** The Student demonstrates competent performance at the specialized level. Activities are managed in a competent manner and the Student exhibits appropriate levels of relevant knowledge, skills and abilities.
- **2: Developing Competence** The Student is developing or beginning to perform at the specialized level. Some activities are managed in a competent manner. The Student has not demonstrated consistent levels of performance of relevant knowledge, skills and abilities. Additional training may be necessary.
- 1: Demonstrates Inconsistent Competence The Student demonstrates inconsistent performance at the specialized level. Activities are managed with some difficulty. The Student has not demonstrated performance of relevant knowledge, skill and abilities consistent with the foundation level. Corrective actions and additional training are required.
- **0: Does Not Demonstrate Competence** The Student does not demonstrate performance at the specialized level of Social Work practice. Activities are not managed in a competent manner and the Student exhibits substandard levels of knowledge, skills and/or abilities. Corrective action and additional training are required.

Section II. PROGRAM POLICIES AND PROCEDURES

II.1. Overview of the Social Work Practicum Program

The Social Work Practicum Program extends for one Academic Year of two semesters (Fall and Spring only). The Program has two components: classroom and lab. The BSW Practicum course is held once each week.

The First Year MSW/OMSW Practicum course is held once each month.

The Second Year/Advanced Standing MSW/OMSW Practicum course is also held once each month.



The instructor for the course is called the Practicum Liaison. During the Academic Year, the Practicum Liaison is the point of contact for the student and the agency for questions, comments, and concerns regarding the Practicum experience/internship.

The "lab" portion of the course is the Practicum experience/internship (where students are assigned to an agency where they will learn how to be a Social Worker from a licensed Social Worker (Internship/Site Supervisor). All students will report to their assigned agency in person each week according to the Practicum Calendar. The course and lab run concurrently. Students must successfully complete both the Fall and Spring semesters in order to pass the Social Work Practicum requirement.

II.1.A. Hours Required for Each Degree Program

The Council on Social Work Education requires students to complete the following number of hours for each Program:

- BSW Generalist:
 - o 400 hours for the Academic Year
 - 200 hours (Fall semester) 200 hours (Spring semester)
 - 16 hours each week
- Campus-Based/Online 1st Year MSW Generalist:
 - o 400 hours for the Academic Year
 - **200** hours (Fall semester) **200** hours (Spring semester)
 - 16 hours each week
- Campus-Based/Online 2nd Year/Advanced Standing MSW Advanced:
 - o **500** hours for the Academic Year
 - 250 hours (Fall semester) 250 hours (Spring semester)
 - 24 hours each week

Students must pass the Practicum course offered in the Fall semester and <u>any co-requisite courses</u> to enroll in the Practicum course for the Spring semester. This means that students must complete the required number of hours in the Fall semester. Students who do not successfully pass the Fall semester will have to restart the Social Work Practicum Program the following Fall semester of the next Academic Year. Students are not permitted to begin the Social Work Practicum Program in the Spring semester. Students who do not complete the Spring semester will have to repeat the Spring semester, the following Academic Year. Students will retain any hours successfully completed and verified by the agency.



II.1.B. Placement Time Frame

Students must remain at their assigned agency for the designated hours for the entire Academic Year (Fall and Spring semesters) unless an alternative arrangement has been approved by their Practicum Liaison and Internship/Site Supervisor and submitted to the Social Work Practicum Program Office. Students are not permitted to intern during the summer and early completion of hours is not permitted as the Practicum and Practicum courses run concurrently with the Practicum assignments.

II.2. Admission Criteria to the Social Work Practicum Program

The following criteria must be met for admission to the Social Work Practicum Program:

- The student must be currently enrolled in the BSW, MSW, or OMSW Program.
- The student must have completed all pre-requisite courses listed in the respective BSW or O/MSW Program Handbook.
- BSW Students must maintain a grade point average of 2.5 or higher.
- MSW Students must maintain a grade point average of 3.0 or higher.
- Newly admitted Students must confirm their acceptance through communications sent from the School of Graduate Studies and the School of Social Work.

To ensure a successful practicum experience, it is expected that all Students comply with established deadlines and respond timely to telephone and electronic communication from the Admissions Office, the Bursar's Office, Financial Aid Office, the School of Graduate Studies, the School of Social Work, and the Social Work Practicum Program.

II.3. The Practicum/Internship Placement Process

II.3.A. Overview of the Practicum/Internship Placement Process

Placement Process Timeline Chart:

- Mid February Student Information Sheets open
- Mid March Mandatory Information Session
- On or about April 1 Resume and Application due
- April 15 May 15 Placement Coordinator interviews
- June1 July 15 Agency Interviews
- July 15 Last day to confirm placement

Students need to complete the following steps to be connected to an Agency for their Practicum experience:

- (1) Students complete the Student Information Sheet sent to them by their Placement Coordinator
- (2) Students participate in an Information Session virtually or in-person

(Social Work Practicum Information Session is separate from meetings held by the O/MSW Admissions Office or the School of Graduate Studies)



- (3) Pre-application Task #1– Practicum/Internship Application
- (4) Pre-application Task #2- Internship Resume
- (5) Pre-application Task #3– Schedule Interview with Placement Coordinator
- (6) Pre-application Task #4- Update ELC profile
- (7) Submit an Agency Preference List
- (8) Students interview with their Placement Coordinator
- (9) Student/Agency Interviews (Students may interview with multiple agencies)
- (10) Students update the ELC Tracking Sheet with their progress
- (11) Student/Agency confirm the placement

II.3.A.(1) Student Completes the Student Information Sheet

Students are provided with a link to the electronic Student Information Sheet. The sheet captures the student's contact information, preliminary placement preferences and provides the information to register for a mandatory information session (virtual or in person).

II.3.A.(2) Mandatory Student Information Sessions

Students are required to participate in an in-person or virtual information session in order to begin the Internship Placement Process. Students more than 10 minutes late for the Information Session will be asked to reschedule. Students attending virtually should be on camera for the duration of the presentation (sitting up right, dressed appropriately) in a stationary environment, and remain actively engaged. Students can be sitting in a parked vehicle but should not be driving or riding as a passenger. Movements in the background are a distraction and can interfere with the Student's internet connection. In the information session, Students are provided with the details about the following:

- How to apply to the Social Work Practicum Program
- The agency referral process
- The Social Work Practicum Program policies and procedures
- What to expect during the Internship
- Available resources
- Upcoming deadlines

Following the Information Session Students will receive instructions on the next steps.

Missing deadlines and non-responsiveness to telephone and electronic communication may result in delays securing an internship which may extend to the next Academic Year. Admission into the Social Work Practicum Program only occurs in the Fall semester.



Students who are returning to the Practicum Program after a leave of absence should contact the Practicum Program Office by email sswfield@morgan.edu at least three months prior to the start of the semester they intend to enroll.

II.3.A.(3) Site Placement Process Pre-Application Task #1 - Internship Application (ELC)

Students are provided with detailed instructions on how to complete the Site Placement Process in the Practicum Program's data management system Experiential Learning Cloud (ELC - formerly Tevera). Students are to complete the Internship Placement Application and upload an Internship Resume. Students will be provided with a template for the resume. These two documents are separate from anything assigned by Admissions, the School of Graduate Studies, the BSW Program, or the O/MSW Program. The Student will schedule an interview with their Placement Coordinator, then update the profile in ELC. Last, the student will create an Agency Preference List.

The Internship Placement Application is a required form used to gather important information about each student. This includes the student's demographics, preferred placement settings and locations, populations they are interested in working with, and the types of services they are eager to learn about during their practicum experience. Please ensure that all sections of the application are completed accurately. Applications that are incomplete or contain errors will be returned for revision. Students must make all necessary corrections before being considered for placement. Delays in submitting a corrected application may result in delays in the referral process to partnering agencies.

II.3.A.(4) Site Placement Process Pre-Application Task #2 - Internship Resume (ELC)

The Internship Resume should be specifically tailored for securing an internship, rather than employment. It must not exceed two pages in length. Once completed, students will upload the resume to **ELC** under the section titled "Internship Placement Resume." Students will be notified if corrections are needed. Students are discouraged from using templates from other software, especially templates with multiple colors and font sizes. Please note that **delays in making necessary revisions may result in delays to the agency referral process.**

Students may revise a recent resume; however, the following components are required:

- Student's First and Last Name
- Address (City, State, Zip Code only)
- MSU Email Address
- Phone Number
- LinkedIn, Personal Website, Handshake profile (optional)
- Objective should include the following:
 - Area of Specialized Practice (if applicable)
 - Program Year
 - Population(s) of Interest
 - Services the student is interested in pursuing



- Education Include current Academic Program and expected graduation date
- Highlights 6 to 8 key skills
- Experience Work, internships, or volunteer experience
- Awards
- Professional Organization Memberships
- Student Organizations

Students are encouraged to utilize the <u>Center for Career Development.</u> All services are free of charge for enrolled students.

II.3.A.(5) <u>Site Placement Process Pre-Application Task #3 - Student Schedules Interview with Placement Coordinator (ELC)</u>

All students planning to complete an internship during the upcoming Academic Year are required to participate in a virtual interview with their assigned Placement Coordinator. Interviews may be conducted individually or in a group setting. Students must follow the instructions in ELC to schedule their interview. Online MSW Students will schedule their interview with the OMSW Placement Coordinator. BSW and Campus-Based MSW Students will schedule their interview with the BSW/MSW Placement Coordinator.

II.3.A.(6) <u>Site Placement Process Pre-Application Task #4 - Update Experiential Learning Cloud</u> (ELC) Profile

It is essential that students keep their information in **ELC** accurate and current. Students may return to their profile at any time to make updates as needed. Each student should ensure their ELC profile includes the following information:

- Correct spelling of first and last name
- Correct spelling of Morgan State University email address
- Cell phone number (a secondary number may also be added)
- Local address
- Prefix (e.g., Ms., Mr., Mx., or Other)
- Preferred pronouns
- Preferred name
- A professional photo

II.3.A.(7) Site Placement Process - Create an Agency Preference List (ELC)

Students may only complete their practicum at agencies that have an active Affiliation Agreement with the University. To support this, students are provided access to the Practicum Program's Directory of affiliated agencies. To view the agency list, students must first complete the four required Pre-Application Tasks in ELC. Once these tasks are marked "Completed," access to the directory will be granted.

Students can explore agencies using various search features, including:



- Zip code
- City or County
- Tags (e.g., population served, types of services, student level accepted, internship availability)

It is strongly recommended that students open the full profile of each agency to learn more about its services, target population, and practicum opportunities. Students should pay close attention to agency tags, which indicate details such as the student level accepted (e.g., BSW, MSW Foundation, MSW Advanced) and whether the agency's placement/internship slots are full. After reviewing the list, students must select at least one and no more than five agencies to add to their Preference List and submit it for review.

II.3.A.(8) Student Interviews with Placement Coordinator

Placement Coordinator virtual interviews typically last between 30 to 90 minutes. Interviews may be conducted individually or in groups. Students will receive calendar invitations with a link to join the session.

To ensure a smooth experience, students should:

- Log in at least 5 minutes before the scheduled start time
- Remain on camera for the entire interview, sitting upright and dressed appropriately
- Be in a quiet, stationary setting suitable for a virtual interview
- Avoid distractions; while students may sit in a parked vehicle, they should not be driving or riding as a passenger
- Minimize background movement, as it can be distracting and may interfere with the internet connection
- Students who arrive more than 10 minutes late will be asked to reschedule their interview.

During the interview, the Placement Coordinator will:

- Ask questions to learn more about the student
- Review the Internship Application and provide feedback
- Review the Internship Resume and provide feedback
- Offer feedback on the student's interview performance
- Review the Agency Preference List

II.3.A.(9) Student Interviews with Agencies

The Social Work Practicum Program office retains the right to determine the student's agency placement. During the placement interview, personal and public transportation needs are discussed. Students may be placed at an agency up to 60 miles away. When using public transportation every effort is made to ensure the placement is accessible and travel time of up to one hour is considered, excluding traffic.



Internships must be conducted during the agency's operating hours, typically 9:00 AM to 5:00 PM, Monday through Friday. Evening-only or weekend-only placements are not available. Agencies with extended evening or weekend hours are minimal. Students must be properly supervised at all times while performing practicum duties and tasks.

Placement Coordinators will review the student's Agency Preference List to approve or deny agencies on the list. Approved agencies will receive an electronic Student Referral, including the student's internship resume. Students will be notified electronically once their preference list has been reviewed and approved agencies have been contacted. Students are expected to locate agency contact information in ELC and contact the agency within two business days of receiving approval notice.

The student and agency will arrange an interview, which may be <u>virtual or in person</u>. Agencies may require more than one interview session. Students are responsible for all travel and parking costs related to interviews. Students may interview with multiple agencies to explore available opportunities before making a final decision. During the interview, agencies should communicate expectations for interns, including required dates and times for attendance. It is recommended that students be allowed to interview with their potential Site Supervisor.

Agencies are asked to notify students within **three days** of the interview whether an internship position will be offered. Students are encouraged to wait **at least 24 hours** before deciding to accept or decline, allowing time to review their schedules. Students must respond to offers within the timeframe designated by the agency.

II.3.A.(10) Student Updates the ELC Tracking Sheet

There is a "Tracking Sheet" in ELC/ TEVERA that Students will use to document all attempts to contact and subsequent interactions with the agency. Once it is determined which Agency the Student will be placed, the Student will update the bottom half of the "Tracking Sheet" in ELC by adding the name and email address of the licensed Social Worker who has been identified as the Site Supervisor. If applicable, the Student will also add the name and email address of the professional identified as the Task Supervisor. The Student will then sign the "Tracking Sheet" and submit.

II.3.A.(11) Confirmation of Placement

The Placement Coordinator will be notified through ELC that the Student has submitted the Tracking Sheet. The Placement Coordinator will then initiate the Confirmation of Placement Form through DocuSign for signature. Once the form is signed by the Agency Site Representative, identified Site Supervisor, Task Supervisor, if applicable and the Student, the placement is confirmed and no changes will be made. The Student will be expected to remain with the Agency for the entire Academic Year. The Student should upload the signed form to the "Confirmation of Placement" section of the Site Placement Process in ELC.

In the event a Student is not offered any intern positions, the Student will submit a new Agency Preference List. The Placement Coordinator will review the list and send the Student's resume to all approved Agencies. Students are expected to locate the contact information for the Agency in



ELC and contact the Agency within three business days of receipt of the notice of approval. The Student will continue to interview until a decision is made. If by July 15, a decision has not been made, Students should immediately contact their Placement Coordinator for assistance.

II.4. Internship Options

The School of Social Work has partnered with over 250 local, state, and federal agencies throughout Baltimore City, surrounding counties throughout Maryland, Washington DC, Northern Virginia and other Mid-Atlantic areas where our Students reside or work. The School of Social Work recruits Agencies that align with the interests of the Students on an ongoing basis. The School of Social Work offers Students the opportunity to participate in research grants and fellowship programs. Some of these programs have Internship placement requirements. Students should notify Placement Coordinators if they applied for a fellowship or grant program.

II.4.A. BSW and First Year MSW Agency Placements

BSW and First Year MSW Agency Placements are based upon the following criteria and prioritized in the listed order:

- 1. The Agency's ability to offer a generalist practicum experience with urban populations
- 2. Student's access to transportation
- 3. The Student's work and/or home location
- 4. The Student's level of experience
- 5. The Student's academic needs and accommodations
- 6. The Student's career goals
- 7. The Student's special interests

II.4.B. Second Year and Advanced Standing MSW Agency Placements

Second Year and Advanced Standing MSW Agency Placements are based upon the following criteria and prioritized in the listed order:

- 1. The Agency's ability to offer a practicum experience based on the Student's Area of Specialized Practice with varied urban populations
- 2. Student's previous practicum/internship experience
- 3. Student's access to transportation
- 4. The Student's work and/or home location
- 5. The Student's level of experience
- 6. The Student's academic needs/accommodations
- 7. The Student's career goals
- 8. The Student's special interests



II.4.C. Suggested Internship Agencies

Any agency where a student is referred must have an active Affiliation Agreement with the University. Students can contact the Social Work Practicum Program Office to verify whether or not an Agency has an active Affiliation Agreement. If an Agency does not have an active agreement, the Agency should formally express interest by completing the Agency Interest Form and contacting the Social Work Practicum Office to schedule an interview. The Agency must meet the University's criteria to become an approved Internship Placement site before a Student can be considered for placement. The Social Work Practicum Program Staff will notify the Agency of its status. When an Agency is approved, the Agency must attend any required training and complete any remaining paperwork, prior to a Student Referral being sent to the Agency.

II.4.D. Changes in Placements

When the placement is confirmed, it is expected that the Student will remain with that Agency for the Academic Year. Changes in placements will be reviewed on a case-by-case basis by the Social Work Practicum Program Office. In the event, concerns about the Student or the placement are brought to the attention of Social Work Practicum Program Staff, the matter will be reviewed and a decision rendered.

II.4.E. Repeating Placements

Repeating a placement within the Social Work Practicum Program is not permitted. A Student of the School of Social Work, irrespective of degree level (BSW, MSW, and/or Advanced Standing), cannot duplicate an internship experience that has already been conducted. The Social Work Practicum Program is designed for Students to develop diverse skill sets that can be cultivated by working with different populations, in different settings, and within varied administrative structures. In some circumstances, Agencies can contact the Social Work Practicum Program to request that the Student return to the placement Agency for another Academic Year. See the Return to Agency Policy.

II.4.F. Return to Agency Policy

It is the policy that Students are to remain in an assigned placement for one Academic Year. However, in some instances Students may return to an agency where they were previously placed. Students should notify their Placement Coordinator and upload a completed "Return to Agency Agreement" to ELC. The Agreement outlines how the proposed internship experience will differ from the one that was previously completed. Students will be encouraged to interview with other agencies.

To be in consideration, the agency will need to have a department separate from where the first internship occurred and a licensed social worker to supervise the student. The Return to Agency Agreement will be reviewed by the Director/Assistant Director of the Social Work Practicum Program. If approved, the Agreement will be sent through DocuSign for signature. Once signed by all parties, the placement is confirmed and no changes will be made.



II.4.G. Employment Based Placements

An Employment Based Placement is a placement where a student interns at the agency where they are employed. To be considered, the agency will need to have a department separate from where the student is employed and a licensed social worker to supervise the student, who is different from the employment supervisor. Employment Based Placements are not guaranteed and requests are reviewed on an individual basis. To initiate the process, Students should immediately inform the Placement Coordinator.

Complete and upload the Employment Based Placement Agreement to ELC for the Placement Coordinator to review. The agreement outlines how the student's employment responsibilities will differ from the proposed internship duties. The student's employment schedule should not overlap with the internship schedule. Students are not encouraged to work remotely on days when they intern.

Once reviewed, the form is sent to the Director/Assistant Director of Social Work Practicum Program for final approval. If approved, the form will be sent through DocuSign for signature by the Agency's Director, Agency's Authorized Site Representative, Site Supervisor, Employment Supervisor, the Student, and the Director/Assistant Director of Social Work Practicum Program. Employment Based Internships are closely monitored to assure that the terms of the Agreement are followed.

Agencies with a current Affiliation Agreement with the University will only need to submit the Employment Based Placement Agreement for approval. Agencies who do not have a current Affiliation Agreement will be required to complete the New Agency Application Process. The Agency must meet the requirements and deadlines listed under "Criteria for Selection of the Practicum Agency."

II.4.H. Spring Semester Practicum Placements

Students who withdrew and plan to re-enter the Social Work Practicum Program in the Spring Semester are required to notify the Social Work Practicum Program Staff by November 1, prior to enrolling in the Practicum Seminar Course. Re-entering Students who enroll in a Practicum Seminar course without approval will be directed back to the Social Work Practicum Program Staff by their Practicum Liaison.

II.5. Beginning the Internship

II.5.A. Timesheets

It is the responsibility of the **Student to input his/her time on a <u>weekly</u> basis** (at minimum) into the Experiential Learning Cloud database. Students are advised to maintain their own personal record of reported Practicum hours to avoid any discrepancies. **Site Supervisors should approve Practicum hours** in Experiential Learning Cloud weekly. **Practicum Liaisons will monitor Student timesheets** and address any concerns with the Student and/or Site Supervisor. Students will receive 3 Practicum hours for each Practicum Seminar course they attend. Documentation of attendance in the Seminar Course is the responsibility of the Student, who



should enter the hours on their timesheet in Experiential Learning Cloud at the end of each semester to be **approved by the Practicum Liaison.**

II.5.B. Student Participation in Agency Orientations and Trainings

When Agencies schedule training or orientations prior to the authorized start date of the Internship, Students may participate. The time the Student spends at such events count towards their required number of practicum hours. Students should contact the Practicum Program Office to coordinate how those hours will be documented on the timesheet in the Experiential Learning Cloud. The Site Supervisor should sign off on that time.

II.5.C. University Student Professional Growth and Development Events

Each semester the Social Work Practicum Program distributes a calendar. It is the responsibility of the Student to adhere to all designated dates. When Student professional growth and development events are held on the same day the Student is assigned to report to their Practicum placement (such as Advocacy Day, Urban Social Work Day and Professional Opportunities Day at the University), Students must receive prior approval from the Site Supervisor to participate in the event. The Student will document the time for the event on their timesheet and the Site Supervisor approves of the time.

II.5.D. Students Missing Time from Practicum

When a Student misses time from the Practicum placement, an agreement to make up the time is to be agreed upon by the Student, Site Supervisor and Practicum Liaison. This measure assures all parties are aware of the plan for the Student to make any appropriate adjustment. The Student is required to be present at least four hours each day they are scheduled.

II.5.E. Winter Recess

Students are not required but permitted to attend Practicum during the University Winter Recess for client continuity or completion of special projects as the agency permits. When Morgan State University is closed, Students are not required to report to the Agency where they are placed. However, if an Agency has such a request of the Student, Agencies are to discuss this matter with the Students at the beginning of the semester when completing Learning Agreements and planning schedules. If Students plan to report to their assigned Agency during Winter Recess, the Site/Internship Supervisor should meet with the Student to formulate a written agreement. This agreement should include; dates that the Student will report, activities to be completed and name of Supervisor that will monitor Student's participation and performance. The written plan must then be reviewed with the Practicum Liaison. If approved by the Practicum Liaison, the form should then be forwarded to the Social Work Practicum Program office. The agreement is required to ensure that Experiential Learning Cloud is updated to allow the entry and approval of hours completed during the Winter Recess.



II.6. Roles, Responsibilities, and Requirements for Practicum Placements

II.6.A. Criteria for Selection of the Practicum Agency

In selecting an Agency or setting for the Social Work Practicum experience, the School of Social Work is guided by the objectives established by the Council on Social Work Education (CSWE). The School of Social Work recognizes the invaluable contributions that social welfare settings make in providing learning experiences for Social Work Students. Therefore, the Agency or Organization should be a place to provide a learning laboratory for Students to observe and demonstrate Social Work practice skills. The following are desirable for Practicum placement:

- 1. Agencies, organizations, and programs that are involved directly with Social Work practice both public and private.
- 2. Public agencies, organizations and programs created through federal, state, and local legislation that serve children, families, individuals, and groups in the urban community.
- 3. Other innovative or non-traditional Social Work agencies, organizations, and programs with a commitment to Social Work education goals and objectives.

Section II.

- 1. Agencies, organizations, and programs must be in good standing within their respective governing body and actively in business for at least 3 years to 5 years.
- 2. It is necessary that the Student have appropriate workspace and access to appropriate technology and functioning devices needed to perform duties.
- 3. The Agency should have the Student participate in conferences, consultations, and staff meetings within the Agency whenever it is appropriate.
- 4. Additionally, it is appreciated if the Agency is willing to reimburse the Student for travel and other expenses incurred as a result of assignments occurring from Agency activities.

It is extremely important that the Agency dedicates and commits to following through with the Student until the end of the semester. Agencies are reviewed each year to assess their continuance in the Social Work Practicum Program.

II.6.B. Legal Agreement Between the Agency and the School of Social Work

The Agency Affiliation Agreement between the University and the Agency must be signed prior to the placement of the Student(s). All Agencies must have a current Agency Application and Affiliation Agreement on file in the electronic data management system, Experiential Learning Cloud. The process for Agencies to become affiliated with the University is as follows:

- 1. Complete the Agency Interest Form
- 2. Schedule an Interview with the Social Work Practicum Program Office
- 3. Complete and return the Agency Application
- 4. If the Agency Application is approved, the agency will receive the Affiliation Agreement for signature.



During the New Agency Affiliation Process, agencies are vetted and a site visit may be conducted by the Social Work Practicum Program Staff.

Agency Agreements range between 3 - 5 years. The Social Work Practicum Program Staff will contact the Agency prior to the expiration of the Agency Agreement to discuss whether or not the Agency wants to continue as a placement site.

If the Affiliation Agreement expires, the Agency becomes inactive. Inactive Agency sites must reapply and be approved before future Students are referred to the agency.

Between August 1st – September 15th, no new agencies will be approved for the Fall Semester.

Any Agency application will remain pending until after September 15th. If approved, agencies will be considered to receive student referrals beginning in the Spring semester. Active Agencies are required to provide written notification of additions, departures, reassignments of agency staff/personnel, and changes to contact information for agency staff/personnel within 24-48 hours of the change. Agencies will also be contacted at least one time per semester to provide updates on the Agency's availability to host students.

Agencies are expected to participate in all trainings sponsored by the Social Work Practicum Program to remain in good standing with the Program.

II.7. Roles, Responsibilities and Requirements for Site Supervisors and Task Supervisors

II.7.A. Site Supervisor Selection Criteria

Site/Internship Supervisors (Field Supervisors) are responsible for what Students learn while in the placement. Therefore, Site Supervisors must be practitioners who can teach, interpret, and represent the principles and ethics of the Social Work profession. They must be resourceful and creative, competent and comfortable in their role and position in the organization. It is of prime importance that the Site Supervisor has an interest in and belief in the Student's capacity to make a meaningful contribution to the profession. There must also be a commitment to the Student and the School of Social Work to remain in the role of Site Supervisor during the time required by the school. *Exceptions can only be made by the Director of Social Work Practicum Program*

In order to provide supervision to BSW Students, Site Supervisors are required to have the following:

- 1. Possession of a BSW degree from an accredited program
- 2. 5 years supervisory/administrative experience

-or-

- 1. Possession of an MSW degree from an accredited program
- 2. 3-5 years supervisory/administrative experience
- 3. Licensed in the State (LMSW, LGSW, LCSW, LCSW-C, LICSW), or the jurisdiction s/he practices and the location where the Agency Affiliation Agreement is executed.



In order to provide supervision to 1st Year MSW (Generalist) Student, Site Supervisors are required to have the following:

- 1. Possession of an MSW degree from an accredited program
- 2. 3-5 years supervisory/administrative experience
- 3. Licensed in the State (LMSW, LGSW, LCSW, LCSW-C, LICSW), or the jurisdiction they practice and the location where the Agency Affiliation Agreement is executed.

In order to provide supervision to 2nd Year MSW/Advanced Standing Students, Site Supervisors are required to have the following:

Possession of an MSW degree from an accredited program

- 1. 3-5 years supervisory/administrative experience
- 2. Licensed in the State (LCSW, LCSW-C, LICSW) or the jurisdiction she/he practices and the location where the Agency Affiliation Agreement is executed.

II.7.B. Task Supervisors

Task Supervisors are personnel of the Agency who assign duties to the Student under the supervision of the Site Supervisor. They are not required to possess a degree in Social Work, but are required to possess a level of expertise in an area that expands the Student's opportunity to learn as they also guide and shape a Student's educational experience. Task Supervisors should also be competent and comfortable in their role and position in the organization. Task Supervisors work in collaboration with the Site Supervisor to ensure the learning goals are being met. Task Supervisors are expected to provide regular feedback to the Site Supervisor about the Student's progress and can provide only input for the Learning Agreement and Student's evaluations. Task Supervisors may attend the Site Supervisor Orientation.

II.7.C. Responsibilities of Site Supervisors

The Site/Internship Supervisor has the following responsibilities to the School of Social Work at Morgan State University:

- 1. To attend all Site Supervisor training sponsored by the Social Work Practicum Program.
- 2. To read and be familiar with the school's objectives for the practicum experience, the curriculum, and the syllabi for the practice courses.
- 3. To read and be familiar with the information provided by the School of Social Work on the Student in advance of the Students' arrival at the organization.
- 4. To have contact with the School of Social Work's Practicum Liaison at appropriate intervals in relation to the Student's development (a minimum of two per Academic Year) to include at least two meetings in the Agency, and two telephone discussions regarding the Student's progress.
- 5. To introduce the Student to the appropriate staff persons including the executive director, if possible, shortly after arrival in the setting.



- 6. To provide one (1) hour direct individual supervision to the Student weekly in keeping with the needs of the Student and as needed. The supervision should follow a written agenda developed by the Student and the supervisor.
- 7. To arrange for the Student to attend staff, team, and board meetings whenever possible and appropriate activities and events.
- 8. To explore with the Students their interests, goals, and aspirations as well as their style of learning so that they may begin to be more aware of themselves as beginning professionals.
- 9. To cooperate with other key persons to provide an orientation in which the Student will learn principles and practices of Social Work dynamics that enhance performance. The orientation should include:
 - a) the purpose, function, policies, and goals of the organization
 - b) the funding source of the Agency
 - c) the clientele served
 - d) the geographic area covered
 - e) the specific charges of the Agency
 - f) the relation to the community and other agencies
 - g) the expectations as a Student, Agency Representative, and Social Worker
 - h) the expectation of supervision in the way of guidance and support
 - i) the personnel regulations
- 10. To select the workload for the Student that aligns with the Agency setting, taking into consideration each Student's capacity, interests, past experiences, life patterns, and goals of the School of Social Work. Work tasks that are not specific to the delivery of services to the clients are not appropriate for Students. The Students must believe and understand that the job they are assigned is meaningful and directly related to the Student's learning goals.
- 11. To assign the Student at least one (1) case as soon as possible following the beginning of placement; this involves a single client, group or special project.
- 12. To provide a setting that exposes the Student to cultural practice within the urban context for practice.
- 13. To assign tasks with clarity so that the Student knows the purpose of the assignment and appreciates the need for service and/or intervention.
- 14. To increase the nature and complexity of the Student's assignments as the Student's growth and development is evident.
- 15. To help the Students plan and organize their work realistically and effectively.
- 16. To routinely set aside time and prepare Student conferences and to teach the Student how to prepare for and participate in conferences, with both individuals and groups. The Site Supervisor should be available to the Students the days they are in the Agency.



- 17. To give the Students the opportunity to practice in a variety of situations that will expose the Students to the array of skills needed to intervene in personal and interpersonal problems as well as community-based issues and problems.
- 18. To afford the Students the opportunity to observe other staff members at work in specific situations (such as interviewing) that will afford learning experiences. Follow up of what has been learned is vital.
- 19. To motivate the Student to communicate effectively both through verbal and written experiences as well as active listening.
- 20. To evaluate each task, the Student performs, discusses, and relates it to him or her pointing out the relationship to Social Work theory thus expanding their knowledge and skills.
- 21. To help the Students recognize the steps taken in performing each task, the attitude and feelings possessed at the time the task was performed and their role as well as those feelings arising after completion of the task.
- 22. To help the Students translate knowledge, theory and understanding of Social Work as it relates to practice skills.
- 23. To reinforce Social Work concepts and values in the Practicum activities.
- 24. To make material available about the Agency for the Student to read. If procedures are written, provide the Student with a copy and assist them in understanding how and why the procedures are executed.
- 25. To help the Student become aware of Agency problems including gaps in service, unmet needs and policy issues.
- 26. To teach the Students the purpose of recording and the manner in which documentation is to be done in the respective Agency.
- 27. To schedule and hold a supervisory conference at mid-term and end of semester for the purpose of evaluating the Student's performance and discussion of Student's feedback. These written evaluations will be completed at mid-semester, and at the end of the semester. The evaluation conference should be held prior to submitting the evaluation reports to the Practicum Office. The Student is required to sign the evaluation before it is submitted. The Student's signature does not signify their agreement with its contents. Site Supervisors are required to recommend a Pass or Fail grade.
- 28. At any time, the Student is found to be performing at a sub-standard level, the Site Supervisor must discuss all deficiencies with the Practicum Liaison and formulate a written Plan of Correction, in conjunction with the Practicum Liaison, which outlines steps for Students to follow in order to bring their work up to a satisfactory level. A copy must be submitted to the Practicum Office. Every effort should be made to intervene immediately in response to sub-standard performance by the Student. Performing at a sub-standard level would indicate performance below the academic requirements for retention at the University and the Social Work Program, and/or failure to operate within established Social Work ethics and values.
- 29. Evaluate the Social Work Practicum Program at the end of each year on the designated forms.



30. All Site Supervisors must maintain an active Experiential Learning Cloud profile. They are responsible for the timely review and approval of Students' assignments.

II.7.D. Responsibilities of the University to the Agency/Site Supervisor

The Practicum Office will ensure the Site Supervisor receives the appropriate course syllabi, calendar and pertinent information regarding the Student. There are several principle responsibilities that the Practicum Office has to the Agency during the Student's placement:

- Advise the Agency of the needs of the individual Student so that Practicum instruction can be planned in congruence with the School of Social Work objectives for the Student and the Agency's goals.
- Determine, with the Site Supervisor, what classroom learning experiences must be included to benefit the Student and the Agency. Assignments should be consistent with the Agency requirement.
- 3. Coordinate with the Site Supervisor to evaluate the Student's performance and assign the appropriate grade.
- 4. Provide opportunities for Site Supervisors that enhance their knowledge and skills as urban Social Work practitioners and leaders.
- 5. Coordinate and conduct seminars for Site Supervisors.
- 6. Coordinate efforts to ensure a successful internship.

II.8. Role of the Practicum Liaison

Practicum Liaisons have two primary roles:

- A. To monitor the Practicum experience of Students by visiting and otherwise communicating with agencies during the Academic Year during which they observe Student performance and documents the intern's progress, holding conferences with Site Supervisors, and completing a Practicum Liaison Report at each visit to record the contact and denote the Student intern's progress, and participates in assigning and submitting a grade. A copy of this report is placed in the Student's Practicum placement file.
- B. To conduct the Practicum laboratory seminar. The purpose of the seminar is to afford the Students opportunities to integrate their theoretical knowledge with their Practicum experiences. This is accomplished through various reading and other assignments: individual and group projects, reflection, research and position papers, debates, role playing, Process Recordings, discussion forums, video presentations, and discussions regarding Practicum experiences.

The Practicum Liaison keeps the Director of the Practicum Program informed of any achievements and concerns of Students and the Agency placement. During the Academic Year, meetings and conferences are held with the Practicum Program Director to discuss program information, opportunities for professional development, student and agency adjustments, recommendations to the Social Work Practicum Program, the School of Social Work, the overall performance of Site Supervisors and conveys recommendations received from agencies and students for overall program improvement.



II.9. Role of the Practicum Advisory Committee

The role of the Practicum Advisory Committee is to address Practicum issues and concerns. This may involve identifying issues that affect the profession, providing feedback on Practicum placement issues affecting the Student intern and Student evaluation issues, the Practicum curriculum, and recommendations for program enhancements. They are expected to support and to participate in all Practicum activities and events.

This committee meets four (4) times during the Academic Year. Membership of the Practicum Advisory Committee is composed of diverse Site Supervisors, Agency Administrators, two Students, Community leaders and the Director and Assistant Director of Practicum. The Committee meets twice each semester during the Academic Year.

II.10. Role of the Student in the Practicum Setting

II.10.A. Student Requirements

The School of Social Work and the Practicum Agency setting unite to provide the Student with an appropriate educational, practical, and professional Social Work experience in the urban community. Expectations of the Student in the internship are not unlike those of others working in the Agency. Generally, the Student is expected to:

- 1. Possess an open mind regarding the internship experience.
- 2. Students will comply with the agency service delivery policies.
- 3. Comply with Learning Agreement.
- 4. Dress appropriately (professional work attire).
- 5. Consistently maintain mature and professional behavior.
- 6. Arrive and leave the Agency at the agreed upon time.
- 7. Participate with Site Supervisor to develop a Learning Agreement that guides work activities, tasks, and responsibilities demonstrated in the work modalities.
- 8. Develop and acquire knowledge and capacity to implement the Agency's policies and procedures.
- 9. Participate fully in planned activities including conferences, seminars, Professional Opportunities Day and other requested activities.
- 10. Demonstrate initiative, creativity and integrity in the completion of assignments.
- 11. Utilize the Code of Ethics in all stated areas, respect clients, agency personnel and agency protocols.



- 12. Participate with the Site Supervisor in evaluating work performance.
- 13. Consult with appropriate persons when there are concerns relative to learning or other matters.
- 14. Complete all assignments in an acceptable manner and within the designated timelines.
- 15. Appreciate differences in teaching methods and learning styles.
- 16. Sign evaluation reports for each grading period. The Student's signature acknowledges that he/she has read the evaluation.

At the end of each semester, the Student is required to evaluate the Practicum experience. The evaluation form can be in the Experiential Learning Cloud. The Student receives an opportunity to make recommendations for any changes. The form is to be completed in Experiential Learning Cloud and will be reviewed by the Social Work Practicum Program Staff along with an evaluation of the Site Supervisor and the Practicum Liaison. These evaluations are used to assess whether the Agency is providing a valuable learning experience for the Student and should be continued as a placement site or discontinued.

Students complete two semesters of the Practicum in the Generalist Year and two semesters in the Advanced Year. Only Students admitted to the Social Work Practicum Program and approved by the Practicum Director will be allowed to participate in a practicum experience.

II.10.B. Attendance at Internship

Students are required to report to the Practicum placement site on the scheduled days. The Agency is to be promptly notified of any absence(s) due to illness or any other emergency. In case of an extensive absence, it is expected that this time will be made up during the current semester. The Practicum Liaison should be notified by the Site Supervisor and the Student to develop a plan for making up the required hours. In addition, the Practicum Liaison and Site Supervisor will determine if the learning process and the Agency client services have been interrupted. Four (4) hours daily is the minimum timeframe allowed for the Student to be active in the assigned placement. Course credit will not be received until the required hours and all outstanding assignments are completed.

II.10.C. Student Expectations

Participation in the Practicum requires the Student to demonstrate Social Work practice skills, abilities, and attributes at a level appropriate to their respective year in the program. These standards will be included in the evaluations completed at Mid-Semester and End of Semester.

The standards are as follows:

1. Communication Skills

Social Work Students must be able to communicate effectively and sensitively with other Students, Faculty, Staff, clients and other professionals. Students must express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They



must have verbal, written and technological skills to understand the content presented in the program.

- Verbal skills require that Students be able to clearly articulate in class, practice settings, and make formal individual and group presentations with clear and concise analytical and critical thinking skills.
- Writing skills require that Students be able to write clearly, use correct grammar and spelling and apply appropriate writing style utilizing American Psychological Association (APA) referencing, appropriate source citation and documentation.
- Technological skills require that Students be able to use programs such as Microsoft Office 365, Google, Canvas, Experiential Learning Cloud, and the associated applications with these programs. Students will use these programs to complete assignments, communicate with peers, instructors, supervisors, and clients, as well as make formal presentations that demonstrate analytical and critical thinking skills.

2. Confidentiality

Students must abide by Agency policies regarding confidentiality of client records. Social work Students are expected to use discretion when working with their assigned agencies. The use of social media while at the Internship is prohibited without the permission of the Agency/Site Supervisor. Any concerns a Student has about the Agency or its policies, should be directed to their Site Supervisors, Practicum Liaison, and/or Practicum Director.

Self- Awareness

The Social Work Student must understand values, attitudes, beliefs, and emotions, which affect his/her behavior and relationships. This involves the Student's ability to accurately assess their own strengths, limitations and suitability for practice. Students must be willing to examine and change their behavior when it interferes with working with clients, other Students and professionals.

4. Professional Commitment

The Social Work Student must have a strong commitment to the goals of urban Social Work practice and to the ethical standards that govern the profession. The Student must exhibit behaviors that comply with program policies and procedures, institutional policies and procedures, professional ethical practice standards and societal laws in the classroom, Practicum and community. Such policies include:

- Professional attire suitable to the environment
- General demeanor which presents a professional attitude

5. Knowledge Base for Urban Social Work Practice

The Social Work Student must acquire the necessary knowledge that is instrumental in working with urban populations. This is accomplished by purchasing and utilizing textbooks that emphasize Social Work practice with urban populations, providing



classroom and Agency opportunities focused on issues pertinent to urban populations (research papers, reflection papers, individual and group presentations as well as information offered by professional experts who work in the various disciplines).

6. Acceptance of Diversity

The Social Work Student must appreciate the value of human diversity. They must serve in a professional, culturally sensitive manner all persons in need of assistance, regardless of the person's age, class, race, ethnicity, spirituality, gender, economic status, sexual orientation, and value system.

7. Interpersonal Skills

The Social Work Student must demonstrate the interpersonal skills needed to effectively relate to other Students, Faculty, Staff, clients, and other professionals.

8. Disclose Criminal Records

Some misdemeanor/felony offenses prohibit Students from working in specific Social Work settings. A Student should inform the Director of Practicum upon immediate notification of any prior misdemeanor/felony convictions that may impact their ability to secure and complete the Practicum Experience.

9. Background Checks

Background checks, including drug screens and Criminal Offense Record Investigation (CORI) checks, are required by many placement agencies as a condition for approval of their placement. Students may also be subject to random drug testing throughout the year. Students are urged to let Practicum Faculty know of anything that might be discovered in a background check so that an appropriate placement plan can be made. When the findings of the background check and/or drug testing disqualify a Student for acceptance into an assigned Agency, a meeting will be scheduled with the Student and Director of Practicum to determine an appropriate resolution to the matter. For Students who are required to complete CORI checks, drug screens, fingerprinting, immunizations, or other on boarding requirements, the Student will be responsible for associated costs.

10. Mandated Reporting

Social work Students must adhere to the NASW Code of Ethics and report incidents of suspected neglect or abuse. Prior to reporting suspected neglect or abuse at the Agency, Students must discuss these situations with their assigned Site Supervisor/task supervisor in order to gain knowledge of the reporting process. It is recommended that Students familiarize themselves with the mandatory reporting requirements in the jurisdiction where the Practicum is located.



11. Good Academic Standing

In order to remain in good standing, Students must remain in compliance with the following throughout their Practicum experience:

- BSW maintain 2.5 grade point average,
- MSW maintain 3.0 grade point average
- Maintain required Practicum work hours (16 hours each week Generalist year;
 24 hours each week Second/Advanced Year)
- Maintain acceptable performance in the Practicum Agency and Seminars

12. Adherence to the Inclement Weather Policy

The School of Social Work follows the University's protocol for inclement weather. It is the Student's responsibility to follow the University's weather announcements. If the University is open, Students are expected to report to class. If the University opens (1) one hour late, class will be held and you are expected to attend. If the university is closed but your Practicum Agency is open for service and you are able to report, you are expected to make up Practicum hours.

13. Request for Accommodations

At the beginning of the Academic Year, Students who need accommodations should self-identify to the Office of Practicum and contact the Office of Student Accessibility Support Services regarding reasonable accommodations in the Social Work Practicum Program. Students are to follow the criteria and timeframe for reporting disabilities. The Office of Student Disability Support Services is located in the Earl S. Richardson Library.

II.11. Evaluating the Student's Performance

II.11.A. Evaluations

Students are evaluated four times during the Academic Year: mid-semester and end of semester of both the fall and spring. Students, Site Supervisors and Practicum Liaisons have a section to complete on each of the four evaluations.

II.11.B. Grading

BSW Students receive Letter Grades (A, B, C, D or F).

MSW Students receive a Grade of "Pass" or "Fail."

Prior to grades being entered into WEBSIS, all sections of the evaluations must be completed and submitted into the Experiential Learning Cloud. The evaluation contributes to 50% of the Student's Final Grade.



II.11.C. Mid-Semester and/or End of Semester Evaluation Disagreements

An evaluation of each Student's Practicum experience is required at mid-semester and at the end of each semester. The evaluation is due based upon the University's Academic Calendar. Evaluations must be discussed with the Student. Signing the evaluation indicates that the Student has read it and not that the Student agrees with its content. If there is a disagreement, the Student should attempt to resolve the problem with the Site Supervisor. If this is not successful, the Student may submit a rebuttal and attach it to the evaluation. This is submitted to the Practicum Liaison/Practicum Seminar Supervisor who, with the Site Supervisor will attempt to resolve the disagreement. If this is unsuccessful, it will be forwarded to the attention of the Practicum Program Director who will provide input and render a decision based on information received. Students also have the right to utilize the Appeals and Grievance Process identified in the Student Handbook and in a later section of the Practicum Manual.

II.12. Employment Offered by Practicum Agency

Should a Student be offered immediate employment while still in the Practicum placement, the employment must be completely different from the (16) sixteen/ (24) twenty-four hours of Practicum work and proof must exist that all "other employment" is separate and distinct from Practicum responsibilities.

This can best be accomplished by assigning the Student to a separate, distinguishable project in another unit/division of the Agency which will occupy the Student's full-time hours on the required Practicum days. In addition, care should be taken to ensure that the caseload size or service project and supervision are appropriate for the Practicum work learning paradigm.

Should the need arise for such a plan, it should be developed by mutual agreement and consultation of the Practicum Liaison and the Site Supervisor, subject to approval by the Practicum Program Director. This agreement must be submitted in writing and signed by all parties, including the Student. Finally, such an agreement calls for more frequent oversight by the Practicum Liaison, including at least two Agency visits per semester and a monthly telephone inquiry to both Site Supervisor and the Student.

II.13. Volunteer Hours

It is encouraged that Students participate in community volunteer service projects. This experience broadens knowledge of the community, its agencies, and the populations it serves. However, volunteer hours are not in lieu of Practicum placement hours.

II.14. Safety and Risks

While Morgan State University has its own Campus Security Force and policies, the School of Social Work recognizes the possible safety risks involved in community based Social Work practice. Therefore, Students are urged to maintain awareness and caution of their surroundings at all times when working with clients in or outside of the Agency setting. Students should familiarize themselves with the Agency's safety standards. Site Supervisors should review the safety policies and standards with the Student during the Agency's orientation and updates when changes occur.



When Students have concerns for their safety or the safety of others related to their clients or circumstances, they should discuss such concerns with their Site Supervisor and Practicum Liaison immediately to determine the best course of action. Continued safety concerns should be discussed with the Director of Practicum. In the course of performing their Social Work duties while in their Practicum placement, Students should avoid extraordinary or unnecessary risks.

II.15. Internal Appeals Process Regarding Termination of Student from Practicum Placement and/or Program

As indicated in previous sections of the Social Work Practicum Program Manual, the Agency Site Supervisor and the Practicum Liaison are responsible for guiding and monitoring the work of the Student during the Practicum experience. If the Agency Site Supervisor has determined that a Student is unable to perform in an acceptable manner in the Practicum, has seriously violated standards of conduct governing the Agency, and/or the University, and is at risk for termination of Practicum instruction, the following must occur:

- The Site Supervisor must inform the Student of the infraction jeopardizing the placement.
 This is to be done first in a face to face meeting with the Student where the infraction is clearly explained to the Student and the Student is given an opportunity to defend his/her actions. If the Student's response is not acceptable, the Site Supervisor informs the Student that further actions will be necessary.
- 2. The Site Supervisor will contact the Practicum Liaison and schedule a meeting with the Student to discuss the Student's performance. The meeting will address any issue(s) pertinent to the situation at hand with the intent to resolve the aforementioned issue(s). The following steps will be taken:
 - a. A written corrective action plan must be developed by the Site Supervisor and submitted to the Student and Practicum Liaison (with a copy to the Practicum Director) within five (5) business days.
 - b. The Student will have thirty (30) days to meet expectations.
 - c. A written updated report within two weeks documenting the Student's progress (or lack thereof). Copies are to be given to the Student, Practicum Liaison and the Practicum Director or Assistant Director.
- 3. If this issue occurs after mid-semester, the Student is subject to not completing the course.
- 4. Before the Student is terminated, a meeting must be held with the Director and/or Assistant Director of Practicum.
- 5. If the matter cannot be resolved using the method described above, a meeting including the Practicum Liaison, the Site Supervisor, the Student's Faculty Advisor and the Student must be held. All written documentation (evaluations, plan of correction and any other relevant written information, along with a recommendation) must be shared with all parties within five (5) business days before the meeting.



- 6. In the event the matter cannot be resolved at the above level, the matter will be referred to the Director and/or the Assistant Director of Practicum. The Student should present documentation that supports her/his position to the Site Supervisor with a copy given to the Practicum Liaison.
- 7. Upon the Director's review, he/she may choose to accept or reverse the recommendation of the Site Supervisor and the Practicum Liaison. If there is no resolution after the Director's review, then the matter is referred to the MSW Program Chair of the School of Social Work. The Student has the right to request the matter be referred to the program's Grievance Committee if he/she does not agree with the decision made at this level.
- 8. The Grievance Committee will review all relevant documentation concerning the Student's Practicum instruction status and may recommend:
 - a. Removal of the Student from the current placement
 - b. An alternate Practicum
 - c. Termination of the Student from Practicum Instruction
 - d. Termination of enrollment in the School of Social Work

The Student will be notified in writing of the final decision and of his/her right to appeal the decision to the Dean of the School of Social Work, who shall make the binding decision.

II.16. Students Withdrawing from Practicum

Students who have been assigned to a Practicum placement and are unable to complete their Practicum due to withdrawing from the Practicum Seminar Course, the Student is required to notify the Site Supervisor, Practicum Liaison and Faculty Advisor through written communication of the decision. Failure to comply may result in complications in future interactions with the Agency.

II.17. Policy for Modifications/Accommodations of Students with Disabilities

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination, on the basis of disability, in programs or activities receiving or benefiting from Federal assistance. The Americans with Disabilities Act, signed into law by President Bush on July 26, 1990, prohibits discriminating on the basis of handicap and reinforces the concept of reasonable accommodations in education. The ADA further mandates greater access to employment, transportation, and public accommodation. Thus, in a post-secondary educational setting the law requires "reasonable accommodations" for Students with disabilities. However, questions sometimes arise concerning the definition of "reasonable" modifications/accommodations when an attempt is being made to ensure full educational opportunities for Students with disabilities.

Students whose disabilities were identified in elementary and secondary schools are usually aware of the accommodations that they will require in order to perform successfully in the classroom. Supervisor should encourage Students to make an appointment as early as possible in the semester to discuss their special needs. Faculty will often find that Students with disabilities



do not want to be "special" and will try as much as possible to participate in the class in the same manner as their non-disabled peers.

The modifications and/or accommodations required by Students may differ depending on the nature of each Student's disability. In addition, even Students within the same disability category will have different levels of functioning so that compensation skills will vary widely from one Student to another.

II.18. Morgan State University Policy Prohibiting Sexual Harassment and Procedures for Complaints of Sexual Harassment

Sexual harassment by University employees, faculty, staff, and students is illegal conduct and will not be tolerated in the Morgan State University community. Morgan State University is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally, and socially. Such an environment must be free of intimidation, fear, coercion, and reprisal. The University prohibits sexual harassment. Sexual harassment subverts the mission of the University and threatens the well-being, educational experiences, and careers of students, faculty and staff.

This <u>Statement of Policy</u> constitutes University policy. Sexual harassment violates University policy and may violate the criminal and civil laws of the State of Maryland and the United States.

Definition of Sexual Harassment

For the purpose of this University policy, the University adopts the definition of sexual harassment promulgated by the Equal Employment Opportunity Commission. Sexual harassment is defined as:

- 1. Unwelcome sexual advances;
- 2. Unwelcome requests for sexual favors;
- 3. Other behavior of a sexual nature where:
 - A. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or participation in a University sponsored educational program or activity; or
 - B. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or
 - C. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or working environment. Sexual harassment may occur between persons of the same or different genders.

Examples of sexual harassment, as defined above, may include but are not limited to the following behavior directed at a person because of his or her gender:

1. Direct or implied threats that submission to sexual advances as a condition of employment, work status, promotion, grades, or letters or recommendation;



- 2. Unwelcome physical contact, including unnecessary touching, patting, hugging or brushing against a person's body;
- 3. Pervasive and or unwelcome sexual comments, jokes or conversations

In assessing whether a particular act constitutes sexual harassment as defined by the policy, the standard shall be the perspective of a reasonable person within the University community. In determining whether alleged conduct constitutes sexual harassment, the University will look at the record as a whole and at the totality of the circumstances such as the nature of the sexual advances and the context in which the alleged incidents occurred. The determination of the legality of a particular action will be based on the findings of fact, on a case-by-case basis. The rules of common sense and reason shall prevail.

Please contact the Office of the Equal Opportunity Officer for further information on procedures for filing formal complaints of sexual harassment. For further information on procedures for filling formal complaints of sexual harassment contact the office of the Equal Opportunity Office.

II.19. Non-Discrimination Policy

Morgan State University's affirmative action and equal opportunity policy states, "the University reaffirms that it shall provide educational programs, services, and employment without regard to race, color, religion, national origin, age, sex, disability, marital status, pregnancy or veteran status." Further the policy will continue to apply to all programs and activities of the university, including Student admissions, educational programs, non-educational activities, employment and other related activities covered under Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 Section 504 of the Rehabilitation Act of 1973, the Americans with disabilities, Act, and the Age Discrimination Act of 1975. The Social Work Program adheres to the affirmative action policy and philosophy of the University.

The Policy of non-discrimination will prevail throughout every aspect of the program related to employment practices and the learning environment, including but not limited to the following:

- 1. Recruit, hire, and promote in all job classifications, except where sex or age is a bona fide occupational qualification.
- 2. Make all decisions for hiring or promotions based solely upon each individual's qualifications for the position to be filled.
- Make all other personnel actions such as compensation benefits, transfers, layoffs, returns from layoffs, and social and recreational programs avoiding all elements of bias or discrimination.
- 4. Institute a policy to ensure a work environment free from sexual harassment.
- 5. Ensure reasonable accommodations to be made for handicapped applicants and qualified handicapped individuals.
- 6. Undertake a program of affirmative action to make known that equal employment opportunities are available on the basis of individual merit and to actively encourage all persons to seek employment and strive for advancement on this basis.



SECTION III. ASSIGNMENTS (SEE THE PRACTICUM SYLLABUS FOR MORE INFORMATION)

III.1. Practicum Passport

The Practicum Passport is a form that confirms the Practicum Placement demographics, points of contact and the schedule. The form should be completed in the Experiential Learning Cloud (ELC – formerly Tevera) by the Student <u>prior</u> to the Practicum start date so that the Practicum Liaison can begin contacting the Site Supervisors.

III.2. Learning Agreement

The Learning Agreement is a working document which allows the Student and the Site Supervisor to set goals and objectives for the Practicum experience. This Agreement establishes the structure in applying the Core Competencies to the learning assignments, tasks and activities that are included in discussions during the required weekly supervisory session. Students and Site Supervisors should discuss and include the plan for Winter Recess and document it on the Learning Agreement. The Learning Agreement should be completed at the beginning of the Practicum experience in the Fall semester. Practicum Liaisons set the due dates. The Agreement should also be reviewed at the beginning of the Spring Semester to adjust the goals based upon what goals were achieved during the Fall Semester.

III.3. Process Recordings

Process Recordings are one method by which Students can record the content of an interview. They involve a written record of the Student's communication both verbal and non-verbal, feelings and reflection in an interview with a client. Process Recordings may be written on an entire interview with a client or portions of an interview (jointly decided upon by Student and Supervisor). They are also written on a case intervention that was shadowed, a community group meeting, special project, Agency team meeting or supervision. Process Recordings involve self-reflection, and recollected verbatim on the interaction between the Student and the Client. When specified, Process Recordings may be used as indicators that Students have mastered specific competencies relevant to the Area of Specialized Practice.

Process Recordings serve the following function:

- 1. They are primarily useful as a teaching and learning tool. The Process Recordings enable the Student to recall the interview in an objective manner, and to see the interview in a different light. By providing an approximate text of the interview, the Process recording allow the Site Supervisor to follow the interview, see the steps taken by the Student, and then either affirm the process or suggest alternative approaches for future reference. A Site Supervisor may see problems or issues that a Student may not detect. This provides a teachable moment for the supervisor.
- 2. Process Recordings provide pertinent information that assures appropriate follow-up in case a Student is not available in a time of crisis.



3. An important learning experience for Students is learning about themselves, particularly in their relationships with other people. Through Process Recordings, Students learn how they relate to other people. Space is reserved in the Process Recording format for the Student to identify their feelings relating to the interaction with the clients. It assists the Supervisor in helping the Student to better understand their emotional responses.

What should be included in the Process Recording?

The Student will document what was said or done during the interview to include: the setting, pertinent observations, descriptions and intrusions such as ringing phones. When including descriptions, be sure to provide a detailed description of the client's behavior, e.g. (She shuffled hurriedly for her cigarette and chained smoked throughout the interview). Remember that this recording includes the drawback of selective memory--but try to be objective.

Each process recording is concluded with a summary. This summary contains the Student's questions, reflections, and evaluations of the interview. In other words, the summary allows the Student to assess their performance critically. It is also a means of helping the Student to plan for the next interview.

Students are required to complete a minimum of four (4) Process Recordings per semester within the Practicum Seminar. Site Supervisors may require more than this number and this expectation should be clarified in the interview process and documented in the Learning Agreement. Practicum Liaisons will provide the due dates and elaborate upon additional details.

SECTION IV. APPENDICES

Appendix A:

National Association of Social Workers (NASW) Code of Ethics

National Association of Black Social Workers (NABSW) Code of Ethics

Appendix B: Social Work Practicum Program Forms

Form: Agency Interest Form

Form: Corrective Action Plan

Form: Employment-Based Placement Agreement

Form: Practicum Attendance Log

Form: Practicum Liaison Site Visit Report

Form: Return to Agency Agreement



Appendix C: Glossary of Terms

Academic Advisor (Faculty Advisor) - School of Social Work Faculty Member who is assigned to academically advise a group of Students. Advisors can also provide professional advisement.

(Agency) Authorized Site Representative - Primary point of contact for the Agency who is responsible for signing the Agency Affiliation Agreement and updating the information for the Agency. May also be a Site Supervisor, Task Supervisor, or Referral Point of Contact.

(Agency) Referral Point of Contact - Agency point of contact who will receive the Student referrals and the person the Student contacts to schedule an interview.

(Agency) Site/Internship Supervisor (Field Supervisor) Licensed Social Worker at the Agency who is responsible for the Student's internship experience. The Site Supervisor is tasked to provide the Student weekly supervision, sign timesheets as well as other assignments and complete evaluations.

(Agency) Task Supervisor Agency staff member who works in conjunction with the Site Supervisor (Site/Internship Supervisor) to provide oversight on any assigned task. Task Supervisors are not required to be Social Workers.

<u>Case Management</u> - A process to plan, seek, advocate for, and monitor services from different social services or health care organizations and staff on behalf of a client. The process enables Social Workers in an organization, or in different organizations, to coordinate their efforts to serve a given client through professional teamwork, thus expanding the range of needed services offered. Case management limits problems arising from fragmentation of services, staff turnover, and inadequate coordination among providers. Case management can occur within a single, large organization or within a community program that coordinates services among settings (Barker, 2003).

Caseload is defined as "the number of cases (children or families) assigned to an individual worker in a given time period." (Chen, 2019) Morgan State BSW/MSW Generalist (1st Year) Students caseload should be 1 - 6 clients. Morgan State School of Social Work MSW Advanced (2nd Year) caseload should be 1-9 clients. Research Summary: Caseload Standards & Weighting Methodologies Prepared by Joanne Chen, October 2019

Client is used inclusively to refer to individuals, families, groups, organizations, and communities.



Clinical Intervention - actions related to the assessment, treatment and evaluation taken on behalf of a client by a licensed healthcare professional

Clinician - refers to a healthcare professional qualified in clinical practice. Clinicians are those who provide: principal care for a patient where there is no planned endpoint of the relationship; expertise needed for the ongoing management of a chronic disease or condition; care during a defined period and circumstance, such as hospitalization; or care as ordered by another clinician. Clinicians may be physicians, nurses, pharmacists, or other allied health professionals.

<u>Crisis Intervention</u> is a short-term management technique designed to reduce potential permanent damage to an individual affected by a crisis. A crisis is defined as an overwhelming event...

Placement Coordinator (Field Placement Coordinator) - oversees the internship referral and placement process for all BSW and O/MSW Students.

Practicum (also known as Internship) refers to a course of study for the preparation of its Students to work in the area of study with supervised practice application of the knowledge, skills and theory learned in the classroom.

Practicum Liaison (Field Liaison) - Professor for the Practicum Course. The Liaison is responsible for conducting site visits at the Agency where their Students are placed. They are also responsible for addressing concerns Students or members of the agencies have regarding the internship experience.

Signature Pedagogy is the central form of instruction and learning in which a profession socializes its Students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. The Signature Pedagogy of the Social Work profession is Practicum. It is a basic precept of Social Work education that the two interrelated components of curriculum – classroom and Practicum – are of equal importance within the curriculum and each contributes to the development of the requisite competencies of professional practice.

Social Work Practicum Program (formerly known as the Practicum Education Program) was renamed in September 2024 to reflect more cultural sensitivity and promote broader awareness. BSW and O/MSW Students enrolled in the Practicum Course, participate in the Social Work Practicum Program where they engage in the daily operations of private and public agencies as well as non-traditional community organizations. Social work Student interns are oriented to the profession and learn the vital role Social Workers perform in the service delivery systems with identified urban populations.



Workload - Workload is defined as "the amount of work required to successfully manage assigned cases and bring them to resolution. Workload reflects the average time it takes a worker to (1) do the work required for each assigned case and (2) complete other non-casework responsibilities." (Chen, 2019) Research Summary: Caseload Standards & Weighting Methodologies Prepared by Joanne Chen, October 2019